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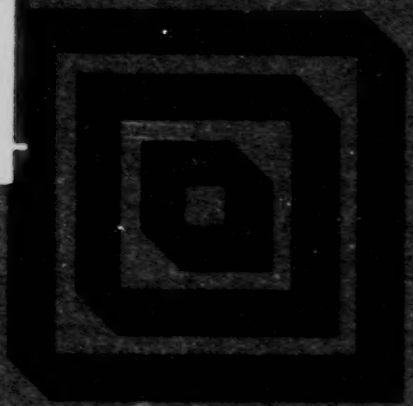
ABSTRACT

This document reports on a formal planning assessment for sociology conducted by the Advisory Committee on Academic Planning of the Ontario Council on Graduate Studies. Data, reports and comments, and recommendations on a plan for graduate work in sociology in the province is set out. Recommendations are: (1) That the high rates of delay and incompletion of master's and doctoral degrees be rectified. (2) That the sociology departments note the consultants' comment that "for many students, the existence of multi-person projects within the departments would provide a source of funds, research topics and mutual stimulation." (3) That the sociology departments note the consultants' comment on the necessity of research in the locality. (4) That there should be no distribution among universities of responsibilities for particular programs and specialities. (5) That there be no enrollment restrictions at the MA level. Recommendations for various universities in the province are indicated. (MJM)

Perspectives and Plans for Graduate Studies



7 Sociology 1973

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Council of Ontario Universities
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PERSPECTIVES AND PLANS FOR GRADUATE STUDIES

7. Sociology 1973*

Advisory Committee on Academic Planning
Ontario Council on Graduate Studies

74-8

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REPORT TO THE COUNCIL OF ONTARIO UNIVERSITIES

ON

SOCIOLOGY PLANNING ASSESSMENT

April 25, 1974

GENERAL INTRODUCTION

For some years now, the universities of Ontario have been committed to the belief that the quality and effectiveness of graduate study in the province can be ensured only by collective and cooperative action. This implies a mechanism for continuing consultation and agreement so that the plans of each university for each of its disciplines are concerted with those of the other universities. At any given time there will exist a plan for the development of each discipline, with agreed and understood roles for each department; since graduate education is the most advanced formal intellectual activity and is, therefore, undergoing change, it is necessary that such plans be kept under regular review and be subject to ready amendment.

The Council of Ontario Universities has assigned to the Ontario Council on Graduate Studies the task of advising it on the development of such plans and of the steps to be taken to carry them into effect. The Standing Committee which carries out these tasks for OCGS is the Advisory Committee on Academic Planning. A significant role is also played by the discipline groups, one of which is established for each subject, with a representative from each interested university. Each discipline group has the function of assisting and advising ACAP in connection with its own subject.

The above may give the impression that the planning activity is fragmented on a disciplinary basis. This would, of course, not be acceptable. Since the development of one department in a university should not be considered independently of its contribution to the rest of its university and of the influence of the university as a whole on the department, it is most important that universities as institutions play a central role in the planning process. One of the most effective ways of doing this is by indicating to ACAP the nature of institutional commitments to a department and institutional aspirations for the department.

The most significant single input to a planning assessment is the set of statements from each university of its plans for its department. When these are subjected to collective scrutiny it may be found that their totality constitutes a reasonable plan for the discipline in Ontario, but in any case this set of plans is the first approximation to the provincial plan, which the planning assessment may have to refine if there are duplicated features, lacunae in offerings, too large a total enrolment, or other reasons to recommend altering some of the university plans. The universities are also involved inthat the bodies that act on ACAP reports, i.e. both COU and OCGS, are composed of universities.

The formal documents stating the responsibilities of ACAP and the Discipline Groups are Appendix F. Briefly summarized, it is ACAP's function to advise on steps to be taken to implement effective provincial planning at the

graduate level, to promote the arranging of the graduate programmes of the province in order to enhance and sustain quality and to avoid undesirable duplication, and, when necessary, to carry out formal planning reviews for disciplines. A discipline group has the responsibility of keeping under review the plans for graduate work in the discipline and making regular progress reports to ACAP in connection with graduate work in that subject. To make all this possible, it has been agreed that ACAP may communicate directly with universities and discipline groups, to request necessary information, to discuss reports, to convene meetings, and to make and receive proposals for the future.

The above information has been given in some detail because it constitutes the mechanism currently approved by COU for cooperative graduate work. It is fair to say that in 1971 there was no mutually agreed plan for graduate study in any discipline. Our task is not only to generate the first such plan for each subject but also to ensure that it is kept under continual review.

There are four fundamental components in the plan. The first is analysis of the fields of study, the formats of study which should be available to prospective students in the province. The second is an estimate of overall provincial enrolment at master's and doctoral levels based principally on the likely numbers of highly qualified applicants. In regard to considerations of manpower needs for the province of Ontario, ACAP is conscious of the unreliability of forecasts and, except in special cases, subscribes to the approach proposed in the Macdonald Report (1969):

> "The country as a whole and the provinces must be concerned about manpower requirements. This concern can be expressed in the first instance through careful survey and forecasting of manpower needs on a continuing basis. Such forecasts should be given wide circulation. It is reasonable to expect that universities will respond by creating additional opportunities for study in the areas of shortage. In addition, the universities through their counselling services have a duty to advise students about the opportunities in various fields from the standpoint not only of intellectual challenge but also of vocational prospects and social utility. The reaction of prospective students of such forecasts is likely to provide an effective control. We believe the market-place, if its trends are made explicit, offers an adequate governor to prevent serious surfeit and to encourage movement of students toward fields of opportunity."

The third component of the plan is an indication of the role to be played by each department in terms of the programme it will offer and its academic emphasis. Clearly the quality of the offerings of a department is a dominant factor in determining its role. Cooperative arrangements between departments are stressed. The fourth component consists of an examination of the enrolment plans of the universities and consideration as to whether the universities' plans and the predicted enrolment for this discipline are

consistent. If not, some appropriate action should be recommended to COU. It will be seen that although there may also be other aspects, these are four necessary components in such a plan.

One must hasten to add that the future is uncertain and that to forecast intellectual trends, student interests, and employment markets five years hence is to undertake to examine many variables. Of course, this is not a new exercise since all universities have had to make decisions about building, staff hiring, library expansion, equipment investment and so forth and have done so on a basis of similar forecasts. Perhaps sometimes the forecasts have been more intuitive than consciously recognized, but they have certainly been there. All that is new is to make such plans systematically for the province.

It will be realized that, at a minimum, the ongoing planning procedures we have indicated requires annual reporting of enrolments and annual examination of admission standards. When there are indications from these or other sources that some aspects of the plan for the discipline are not being realized, it will be necessary for ACAP to initiate a review. Such a review would usually not involve outside consultants. Whether the impetus came from a discipline group, a university or ACAP itself, comments would be sought from all concerned and the review would culminate in a report to COU recommending an amendment to the plan.

If a university notifies COU of its intention to depart from its accepted role (for example to enrol numbers substantially at variance with its understood plan), ACAP will review the situation in the light of any other such notifications it may have received and any other pertinent factors. The extent of any further study would depend on the situation, but if ACAP felt that the university's new plan could be a cause for concern, its first step would be to seek full discussion with the university. Normally there would already have been discussion in the discipline group and between universities and the university would have reached its intention after a careful examination of the general situation of graduate study in the discipline. Thus the ACAP decision would be straightforward and a change in plan would be recommended to COU through OCGS. If, however, ACAP still felt that there was a probability that the university's action might be found, on further study, to be potentially harmful to the system, it would probably next seek comment from other universities concerned and from the discipline group. In any case, ACAP would eventually make some recommendation to COU (through OCGS) concerning the variation.

PROCEDURE

On the advice of the Ontario Council on Graduate Studies, the Council of Ontario Universities on May 14, 1971, instructed the Advisory Committee on Academic Planning to conduct a formal planning assessment for sociology.

A Discipline Group was formed consisting of a member named by each interested university. A list of members is attached as Appendix E. Professor I.C. Jarvie and later Professor A. Kruger held the ACAP sociology portfolio and attended meetings when ACAP representation was necessary.

The procedure and terms of reference for the planning assessment is attached as Appendix D.

The Discipline Group began its meetings in October 1971. In accordance with the procedure, the Discipline Group provided ACAP with a list of possible consultants. ACAP obtained the services of Professor D. Braybrooke of Dalhousie University, Professor H. Guindon of Sir George Williams University, Professor P. Worsley of Manchester University and Professor D. Wrong of New York University. Brief curricula vitarum appear as Appendix G. Professor Braybrooke played the role of the senior Canadian academic from outside the discipline in this planning assessment. The consultants held their first meeting in Toronto in June 1972, and discussed with the Discipline Group their schedule of visits to the universities. These took place during June, July and September.

The draft report of recommendations was presented to the Discipline Group for informal comments on December 18, 1972, and the final report was subsequently received and distributed March 22, 1973. The Discipline Group and the universities were requested to submit comments to ACAP by April 27. The Discipline Group was also given the opportunity to add to its comments after it had seen the comments of the universities.

The Discipline Group comments plus those of the universities appear in Appendices B and C respectively. The latter includes only those comments specified by each university for publication.

This report then is based on these data, reports and comments, and sets out recommendations for COU on the plan for graduate work in sociology in the province for the next several years.

In considering how to develop its recommendations for graduate work in sociology, ACAP realized that the nature of the subject is of particular importance. Sociology is the study of society. Canada as a society has its own peculiar characteristics. If Canadians do not study their own society from a sociological perspective, it is unlikely that this will be done extensively. If such studies are to be undertaken - and their worthiness seems self-evident - then they should be done well. Canada needs excellent centres for sociological research and for training future sociologists.

Canadian graduate training needs to become good enough to induce the very best students of each generation not to go outside this country for their studies. Without good schools the quality of Canadian research in sociology will not reach the level it should. Medium quality graduate schools attract medium quality students, while the best students go elsewhere. Universities then face the dilemma of hiring Canadian-trained medium quality faculty or else foreign-trained faculty. Since faculty members often devote much of the early part of their professional careers following up the research interests that they developed in graduate school, reliance on foreign-trained faculty raises problems for subsequent Canadian studies in sociology.

The way out of this circle is to have first class departments and it was ACAP's view that the consultants' report indicated that they did not yet exist in Ontario, although some were close to that standard. The consultants are agreed that any PhD offering should be broadly based. Since human resources (both professors and students) are limited, priority choices will have to be made about the number of first class departments possible.

Although ACAP felt that the consultants' report and the data at hand no doublt contained the information on which it could develop sound proposals for this further development of Ontario sociology, it felt the need for some specialized help in interpreting the material. Two distinguished sociologists, Professor N. Keyfitz of Harvard University and Professor G. Rocher of the Universite de Montreal, agreed to advise us on this interpretation of the material. ACAP is grateful to them for this assistance rendered to its subcommittee, which prepared the early drafts of this report.

As is required, this report is made directly to COU. It has been transmitted also to the Ontario Council on Graduate Studies and the Council of Deans of Arts and Science for information.

RECOMMENDATIONS

It is emphasized that the consultants' report (Appendix A) is an essential and integral part of this report to COU. In the main body of the ACAP report we have dealt only with those aspects of the consultants' report which appear to be particularly significant or which have led us to recommend courses of action.

We deal first with some recommendations of general application to sociology in Ontario. As has been our custom with other disciplines we prefix our recommendations to COU with the symbol "C" to avoid confusion with numbering in the COU report.

C1

It is recommended that the high rates of delay and incompletion of master's and doctoral degrees be rectified. (see pages Aiii, A37-A39, A94 and A95).

C2

It is recommended that the sociology departments note the consultants' comment that "for many students, the existence of multi-person projects within the departments would provide a source of funds, research topics and mutual stimulation." (see pages Aiii and A16).

C3

It is recommended that the sociology departments note the consultants' comment on the necessity of research in the locality. (see pages Aiii and A16).

C4

It is recommended that there should be no distribution among universities of responsibilities for particular programmes and specialities. (see pages Aii, A93, A94 and B1).

C5

It is recommended that there be no enrolment restrictions at the MA level, i.e. that each university carry out is plans for MA programmes (see pages Aiii and A92 and Table 1.).

C6

It is recommended that COU adopt the following positions: "(a) Whereas COU believes that future doctoral work in sociology will be capable of development to first class status if there are one, or at most two programmes involving the best sociologists at York, McMaster, Toronto and Waterloo universities

and if these programme(s) involve sociologists from these and neighbouring universities in a joint enterprise, it is recommended that the universities concerned begin conversations immediately to consider such arrangements and to develop a proposal.

ACAP is to initiate these conversations and to assist their progress in any way desired by the participants.

(b) It is recommended that the universities named report progress to COU, through ACAP, in November, 1974.

(c) Following the development of the proposal, ACAP shall make a supplementary report to COU with recommendations concerning its implementation."

C7

It is recommended that Carleton University increase its PhD enrolment, strengthen its staff, preferably at the associate professor level, and continue its master's programme. (see pages A41-A52).

C8

It is recommended that the University of Guelph continue its master's programme in sociology as indicated in the future plan of the University, but not contemplate doctoral work before at least 1980. (see pages A76-A77).

C9

It is recommended that Lakehead University begin its planned master's programme in sociology when it is favourably appraised. (see pages A78-A79).

C10

It is recommended that McMaster University consider the proposal in Recommendation C6.

If the procedure of Recommendation C6 results in a proposal to continue a distinct McMaster programme, it is recommended that McMaster University's PhD programme in sociology be appraised. (see footnote on page 19). If the appraisal is not successfully completed by the end of the fall term of 1975, McMaster University should then cease to enrol new doctoral students.

It is recommended that McMaster continue its MA programme (see Recommendation C6 and pages A22-A31).

C11

It is recommended that the University of Ottawa continue its master's programme in sociology as indicated in the future plan of the University. (see pages A82-A8

C12

It is recommended that Queen's University begin its master's programme in sociology as indicated in the future plan of the University, but not contemplate doctoral work before at least 1980. (see pages A84-A86).

C13

It is recommended that the University of Toronto consider the proposal in Recommendation C6.

If the procedure of Recommendation C6 results in a proposal to continue a distinct Toronto programme, it is recommended that the University of Toronto's PhD programme in sociology be appraised. (see footnote on page 19). If the appraisal is not successfully completed by the end of the fall term of 1976, the University of Toronto should then cease to enrol new doctoral students.

It is recommended that the University of Toronto continue its MA programme. (see Recommendation C6 and pages A32-A40).

C14

It is recommended that the University of Waterloo continue its MA programme but move to discontinue its PhD programme in sociology, ceasing to admit new students when the report has been accepted by COU. The University should not contemplate the reintroduction of a PhD programme until at least 1980.

In addition, it is recommended that the University of Waterloo consider the proposal in Recommendation C6. (see Recommendation C6 and pages A58-A65).

C15

It is recommended that the University of Western Ontario continue its master's programme as indicated in the future plan of the University, but not contemplate offering a PhD programme in sociology before at least 1980. (see pages A66-A73).

C16

It is recommended that the University of Windsor continue its master's programme in sociology and not contemplate doctoral work before at least 1980. (see pages A89-A91).

C17

It is recommended that York University consider the proposal in Recommendation C6 for developing a first class PhD programme.

If this consultation results in a decision to continue a distinct York programme, it is recommended that York University strengthen its staff either by cross-appointments with other universities or new appointments preferably at the

associate professor level, and maintain its PhD enrolment.

It is recommended that York University continue its MA programme. (see Recommendation C6 and pages A53-A57).

C18

It is recommended that COU adopt the recommendations of this report, inform CUA that is has adopted these recommendations and request that the embargo on sociology be now removed, in accordance with the original announcement of the Minister that new graduate programmes would be embargoed until, for each discipline, a planning study had been conducted.

GENERAL RECOMMENDATIONS

Recommendation C1

> It is recommended that the high rates of delay and incompletion of master's and doctoral degrees be rectified. (see pages Aiii, A37-A39, A94 and A95).

The consultants express very considerable concern over this question on pages A37 to A39 and again on pages A94 and A95. The average doctoral enrolment in the five years 1968-73 was about 145; but in this five-year period there were only 23 degrees conferred, while about 40 students dropped out of doctoral programmes. Others in the "All But Dissertation" category may or may not ever finish their theses.

There may be many reasons for this state of affairs, including both inadequate academic organization or faculty supervision (page A94) and possibly inadequate admission standards, but insofar as such delays are due to graduate students accepting full-time teaching posts simply to earn money, such teaching is on balance harmful to the student's development as a scholar. Of course, a limited amount of involvement in teaching is a valuable experience for the graduate student. Every effort including teaching assistantships and fellowships should be made to encourage PhD students to complete their theses before taking full-time jobs. The universities could be asked not to hire ABD students as lecturers.

The consultants recommend that master's course work should be completed in a year and doctoral course work should be arranged so that students complete their comprehensive examinations by the end of the second year of graduate school. (pages Aiii and A95). Instead the average interval of time elapsing between completion of a bachelor's degree and graduation with a PhD degree is as much as ten years (page A38). We do not understand why the Discipline Group (page B2) apparently resists this suggestion. This is an area on which annual progress reports should be obtained.

Recommendation C2

> It is recommended that the sociology departments note the consultants' comment that "for many students, the existence of multi-person projects within the departments would provide a source of funds, research topics and mutual stimulation." (see pages Aiii and A16)

Such group research projects involve several faculty and research assistants. It is well known that post-doctoral research associates have played a valuable role in research in the natural sciences and universities should explore the potential role for post-doctoral fellows in the social sciences.

Recommendation C3

It is recommended that the sociology departments note the consultants' comment on the necessity of research in the locality. (see pages Aiii and A16)

The consultants feel that the city of Toronto, in particular, is understudied. The possibilities for multi-person research projects studying Toronto in a joint PhD programme are exciting.

Recommendation C4

It is recommended that there should be no distribution among universities of responsibilities for particular programmes and specialities. (see pages Aii, A93, A94 and B1).

The consultants' report on pages A93 and A94 makes it clear that in their view a doctoral department should cover "the major theoretical and methodological interpretations" and that "rationalization in sociology is not to be achieved through specialization by campus". Of course, at any given time, a department has competence to offer courses and supervise theses in particular areas. In their report, the consultants have indicated the areas of sociology in which each department is at present adequate for instruction. ACAP urges the universities to consider the consultants' views concerning areas of competence for each department. If a department wants to offer dissertation opportunities in an area within the discipline which it has not previously covered, the Appraisals Committee is to be asked to consider whether or not an appraisal is called for.

The consultants point out that this recommendation does not imply that very expensive facilities, such as small group audio-visual study equipment or the York Survey Research Centre, need be reproduced on each campus.

Recommendation C5

It is recommended that there be no enrolment restrictions at the MA level, i.e. that each university carry out its plans for MA programmes. (see pages Aiii and A92 and Table 1).

If one were to assume that the only outlets for persons with graduate training in sociology were in teaching and research, one would be tempted to recommend developing a rather low enrolment capability in order not to overflood the market with potential unemployed or frustrated sociologists. But at the MA level there appears to be a much wider scope of employment. In a modern industrial society, such as Canada, there has been and still is a growing number of positions for which there is no specific training but which require the development of analytical skills. One can get access to these positions coming from a variety of disciplines, such as law, history, psychology, or other social sciences, as well as from literature. Such is

the case, for example, for many positions in mass communications. The same can be said of fields like adult education, organization and administration of social movements, some positions in unions, many administrative, research and policy positions in the civil service.

If one takes account of this diversity of employment, our graduate programmes should, as the consultants urge on page A114, be designed in part to accommodate those students who will never teach or do research in sociology. For them, their MA training is a kind of general education. This will require a new approach.

For these reasons, ACAP does not recommend any restrictions at the MA level other than those flowing from insistence on academic quality and natural prudence in the balance of MA enrolment to numbers of honours graduates. The current MA enrolment does not seem excessive.

DEVELOPMENT OF DOCTORAL PROGRAMMES

As stated in the Introduction, ACAP took as its objective the development of proposals which could lead to some first class programmes in Ontario for persons interested in obtaining doctorates in sociology.

One necessity in analyzing a suitable approach is to obtain some idea of a reasonable enrolment level. The consultants examined a number of studies of demand for sociology PhDs in universities. (pages A117 and A122). A number of assumptions were made about future growth rates. For example, an assumption of no net expansion in sociology and no change in the staff - student ratio generates a demand for about 9 new staff members per year in Ontario, of which 8 could be expected to have their PhD. This number would increase depending on assumptions about growth in enrolment in sociology. Having examined all these various assumptions, the consultants themselves calculated the total academic demand (staff for expansion and replacement) for Ontario PhDs at 12 per annum on a conservative approach using a growth rate of 2%; and a total demand for 19 per annum using a growth rate of 5%. Of this number we estimate that 9-14 would be employed in Ontario universities. These figures are slightly lower than other estimates cited in the consultants' report but the consultants feel their estimates are better suited to the changed climate of university financing and employment.

This range of 12 to 19 PhD openings per annum is a substantial number compared to the total number of PhDs produced in recent years. In 1971-72, 7 PhD degrees were awarded, the number was 8 in 1972-73, and in the fall of 1973 there were 10 more. It is however small compared with the enrolment. In 1971-72, there were 144 full-time and 43 part-time doctoral students and in 1972-73, there were 159 full-time and 55 part-time doctoral students. The 1973-74 numbers are 181 full-time and 49 part-time. Thus, the demand for sociology PhDs in academic positions promises to be less than the supply now in sight if the majority of doctoral students attain the doctorate. The problem of the slow rate of completion of PhD degrees needs to be rectified, as recommended above. The figures show that PhD enrolment should be reduced to be in line with the demand for PhDs. (see Table 2).

There is likely to be some additional employment for sociology PhDs in non-academic positions. However this demand discussed in connection with Recommendation C5, is more relevant at the master's level and will probably be quite small at the doctoral level, at least in the immediately foreseeable future. Selection and training are pertinent to such extra-academic careers, which have not been adopted by any large fraction of PhD sociologists in the past. The likelihood of these careers being taken up in the future is dependent on the adaptability of the individuals graduating. Whether the sociologist, who is surplus to the requirements for teachers, ends up as a senior government official or as a shoe salesman depends on his adaptability and to some extent on the kind of training he is given. Present training for the PhD is above all else a training for research, and as such it is not

the best way to produce the generalists that dispersion of sociologists into other careers implies. How sociology should be modified to produce such adaptable individuals needs examination. Some sociologists who have looked into the matter think that sociologists will always find their main employment in teaching. Thus we consider reasonable the consultants' conclusion that there will be employment each year for 12 to 19 sociology PhDs from Ontario universities. Our own proposals below, although they do not specify enrolment figures, are likely to produce up to about 25, when coupled with an improved completion rate.

It is also necessary to analyze the way in which the quality of a doctoral programme in sociology may depend on enrolment size. The consultants and the discipline group assert quite strongly that sociology PhD programmes must (a) not be restricted to narrow specialities and (b) each contain at least several fields. On page A7 we read "a department fit to teach the PhD is, by definition, a department with adequate strength in the main branches of sociology." It follows that the concept of a specialized programme of limited enrolment is not applicable in this discipline. We then ask how a programme of high quality should be populated. There are no sociology doctoral programmes which do not require considerable formal course work. Therefore it is evidently desirable to populate adequately several courses in several fields. Also informal intellectual stimulation is essential and this comes from day to day contact with colleagues. The student should hear fewer lectures and face more seminars and discussions in which his reading and thinking are tested by questioning from faculty and fellow students. One is led inevitably to the conclusion that 12 to 15 admissions per year producing a minimum enrolment of about 35, are necessary to achieve these goals.

We realize that this is a larger number than the size of the "minimum mutually fertilizing corps" suggested by the consultants, but it is difficult to see how from their own principles, one can arrive at any number fewer than 12 to 15 students per year, since the consultants call for two or three seminars in three or four areas (each of which should enrol five or six students at least) and for a mutually fertilizing corps of students of varying seniority. Clearly there should be a number of students in each of the major subject areas.

If we are to have first class sociology we must have first class entrants. The quality of the incoming students should be crucial to the decisions on the size and extent of sociology doctoral work. If they are brilliant young people, then irrespective of the job market they will find jobs somewhere, and their training will have been justified.

To summarize the above discussion, what is wanted is a smaller number of excellent students, each proceeding quickly to the doctorate in an invigorating atmosphere and then embarking on independent teaching and research careers. This suggests only two or three really first class programmes. As the consultants say on page A19: "The way to develop sociological interest in and

study of Canada is to raise the quality and range of Canadian sociology."

Now let us look at the present Ontario situation. There are five PhD programmes in sociology and one proposed. The consultants found no wildly exciting departments in Ontario. They felt that few departments had much collective identity and few instilled in their staff and students any sense of intellectual excitement (page A14). Although there are no excellent programmes, there are enough good faculty in the departments to make a few first class graduate programmes. By concentrating resources it thus seems that Ontario could develop excellent centres for graduate work in sociology. At present they may be too thinly spread.

ACAP recognizes that the consultants found all the existing doctoral programmes and the one proposed for Western to be "academically viable". The question is one of the standard to be applied; one can have half a dozen or so mediocre programmes or one can attempt to develop the level of excellence which is needed in Canada in this subject. That the consultants were using a relatively low standard of academic acceptability appears from their own descriptions of the departments in question and from the fact that the proposed programme at the University of Western Ontario (which they approved) has failed to secure a favourable appraisal. In summary, the evaluations of the consultants and their views of the future thrust of the discipline can lead one to propose various courses of action, depending on one's objectives. The objective ACAP recommends is significant qualitative improvement of doctoral work; we know that the resources of appropriate staff are quite limited and we would not want to concentrate them in one department, for then BA and MA students elsewhere would suffer. The route we suggest is collaboration.

How can the resources best be utilized to achieve first class graduate programmes in sociology? The consultants' report clearly states that Carleton and York have the potential of achieving international recognition at the present time. These two departments are the most promising of all the sociology departments. But Toronto and McMaster also appear to have potential. It seemed to ACAP therefore that one should carefully consider the possibility of creating two outstanding centres of sociology doctoral training, one at Carleton and one in the Toronto-Hamilton area. Let us examine in some detail what the consultants' report and the data collected for this assessment reveal about the departments concerned.

The consultants provide evidence to show that Carleton University is one of the most promising sociology departments in Ontario, well on its way to becoming a centre of excellence. On page A43 they note that some of its senior members have distinguished records, particularly in the study of Canadian society. They go on to state that the department gives the impression of unusual stability and coherent direction. They also note that the Carleton department has considerable experience with graduate students who take non-academic appointments; it is therefore a department presumably well prepared

to develop modifications in its programmes to make the experience of their graduate school years more useful for such people. Carleton's location in the nation's capital is a distinct advantage for research material. It is not possible to read pages A41 to A52 of the consultants' report without obtaining the conviction that the Carleton department, although relatively new to doctoral work, needs only moderate further strengthening of staff to achieve the objective of becoming a first rate department.

The strengthening of staff need not imply senior appointments. Insofar as the "stars" are already in Ontario, such appointments would represent a movement but not a net addition. But in any case "stars" with Canadian backgrounds are limited in number. The quality of graduate departments will be determined by their more junior recruits. It is therefore recommended that Carleton seek to strengthen its staff by adding some persons of clear promise at the associate or assistant professor level.

With the surplus of sociology PhDs now becoming apparent on the continent as a whole, the opportunities for upgrading by appointment at the assistant professor level are considerable. To take advantage of these will require the exercise of the best possible judgment on the part of the existing faculty who make personnel decisions. It will require restraint and severity, and in some universities it will imply a stern refusal to give tenure to mediocre faculty recruited during the sellers' market out of which we are emerging. An incoming assistant professor of high quality can attract students to his work and give them some of the excitement of discovery from their first month with him, a fact which is apparently demonstrated at Carleton (page A46).

Carleton's enrolment has now reached 14 full-time doctoral students. This number should be increased to at least 35 or so.

The consultants also provide information to document York's promise. On page A53 they characterize York's small groups laboratories as the best of their kind in North America. They note the substantial resource represented by the programmes and data sets of the Survey Research Centre. On page A54, the consultants note York's strength in ethnomethodology and phenomenological sociology "unrivalled in the province (and hard, we suspect, to match anywhere)". There is some criticism of the "permissive" procedures in the doctoral programme; indeed, for a doctoral programme which has been in operation only since 1969, York has the surprisingly high number of 18 part-time doctoral students, mostly ABD. However a reduction in the size of the graduate programme is contemplated by the department; although we would tend to approve a reduction in the ABD component and an insistence on high quality for admission, we believe York should think carefully before reducing its full-time doctoral enrolment, now at 57.

Like Carleton, York should strengthen its staff somewhat in order to achieve the breakthrough to first class status. Also, as at Carleton, this may well be done by appointments at the associate or assistant professor level. Another possibility for York, which should be very carefully investigated, is to

capitalize on the considerable combined strength in neighbouring departments to make an outstanding centre for doctoral study.

The sociology department at the University of Toronto has enjoyed a great reputation, has an impressive staff, and has a long tradition of good teaching and good research. But its development has not been what one would have expected and it has fallen behind younger departments. There are some excellent sociologists among the Toronto professors but the department appears to be unable to operate an effective doctoral programme. It appears to lack the necessary spirit, climate and dynamism. It appears to have insufficient contacts with other parts of the University and also to have an inadequate colloquium programme involving external sociologists.

The consultants feel that the department needs strengthening in the areas of quantitative methodology, social psychology, collective behaviour and environmental studies. The future plans of the department have not been clearly thought through. The slow completion of degrees (page A33) shows up most markedly at Toronto since it is the only sociology department which has been in operation long enough to have granted more than a very few doctoral degrees. The consultants describe this situation as "intolerable". On page A40, they note that of the 28 students entering the PhD pgoramme in 1968, only one had received his degree at the time of the consultants' visit in 1972 and only two were nearing completion of their dissertation. The situation does not appear to have improved since then, since only 5 degrees were granted in 1972-73 and 3 in the fall of 1973. (See Table 2). The consultants attribute this in part to inadequate supervision and in part to the curricular structure of the programme, although they note with approval that some members of the department are conscious of the advantages of large scale research projects involving students.

McMaster is described on page A25 as one of the smallest departments offering the PhD and it is said that its faculty do not have publication records quite as impressive as the run of records in other departments, although the "style" is described as attractive. The provision of an exciting intellectual climate for graduate students in terms of seminars or colloquia needs attention (page A31). The department has not clearly established its future plans nor has it thought through its areas of specialization. Moreover it appears from the consultants' report that a new area for graduate work - critical social theory - has been initiated without reference to the Appraisal Committee (see the text following Recommendation C4).

The consultants comment that the department is better adapted than any other to produce "humane generalists", but express concern that quantitative methodology can be "by-passed" by the students. They comment that there is particular faculty competence in social stratification, complex organizations, and race and ethnic relations, and praise the emphasis on classical societal and institutional studies. They are critical of the "perhaps too permissive" graduate programme and describe the state of the academic structure as "benign anarchy", simultaneously noting that there are no severe faculty tensions and that there is a stabilizing senior Canadian faculty.

There may be the potential of offering a good PhD programme but the present somewhat diffuse activity needs to be translated into a functioning corps of faculty and students with a worked out set of interests.

The consultants describe the Waterloo department on pages A58 - A65. They note the high proportion of senior to junior teaching staff, express their belief that the older members may have passed into an unproductive stage and that the younger ones have yet to build up full research momentum. They say that the department appears to have a good mixture of highly qualified people and overall a substantial publication record, but they note the tendency for many of the publication records to be rather superannuated when they are not very scant and to be narrow in focus when they are current. They note some student dissatisfaction and other indications of a possible lack of commitment in the department to the PhD programme and to vigorous research. In commenting on the lack of a strong colloquium programme, they suggest that faculty were reluctant to expose their own work to discussion in "internal" seminars. They feel the small staff is spread over too wide a range of specialities. "The 'critical size' of a graduate school which readily makes for a lively peer-group community has probably not yet been reached." There is danger of isolation being felt by some graduate students, and the organizational arrangements of the programme and of the department do not sufficiently prevent this. The department has good small group facilities. It has good cooperative arrangements with the Guelph department, and also with certain other departments at Waterloo. Waterloo has considerable collective strength in the sociology of sport and in social psychology. The department has good library development policies. The field of methodology needs strengthening, and the consultants express some concern about the limited extent to which quantitative work is developed, and to which computers are used. The University comment answers a number of these criticisms and, in particular, points out that subsequent to the consultants' report, newer faculty are showing an interest in quantitative work.

As to the academic organization of the doctoral programme, the consultants feel that there do not exist efficient arrangements for bringing the students through, that there is too much uncertainty about requirements, too slow a progress through comprehensives, and a looseness of supervision. They summarize this view on page A61 where they say that "properly steered a student could do a good PhD in sociology at Waterloo, but we think there is not enough steering and that the chances of inadequate instruction and supervision may be marginally higher here than at the other PhD departments or at Western."

The consultants stress the desirability of much local research. On page A17, discussing the significance of studying Toronto society, they say that "cooperative relations between York and the University of Toronto..... are called for". The Golden Horseshoe area with its enormous expansion and multifarious immigrant communities offers a wealth of research resources. In addition, the York Survey Research Centre provides ideal opportunities for participation in research projects.

York and the departments geographically close to it have amongst them the resources to develop a strong and widely recognized "centre" of excellence. Such a "centre" could involve one or at most two distinct programmes. We invite the universities in the Toronto-Hamilton area to take up this challenge and to establish doctoral education as a joint undertaking. There are of course many possibilities for the precise modalities of an arrangement, which would draw together the strengths of several departments.

The aim is to work out the best organization to improve the quality of the opportunities presented for PhD study in this area. It may be that a two-programme structure will seem more desirable than a single programme. We cannot at this time foresee that there will be adequate resources (including professors) or a sufficient number of first class students to justify more than two programmes in this area of the province - that is, a total of three in the entire province - if the programmes are to be first class. Conceivably one or more universities might decide to make a strong effort to build up a department so that, as far as faculty and library are concerned, there would be the strength for a third strong programme in the area. But at this stage, we would not expect such an effort to be as successful as a cooperative arrangement.

We believe that conversations amongst the interested universities (both at the decanal and departmental levels) assisted by ACAP, may well lead to exciting and constructive steps. They may lead to more or less close arrangements, involving sociologists from two or more universities. The outcome should not be prejudged. The arrangement should not be viewed as a vehicle for sustaining the existing programmes concerned. When a proposal is made it should be examined to see if its structure is likely to increase real cooperation amongst the appropriate professors on the various campuses, provide real access of students to a corps of outstanding professors and to other stimulating students, give strong lecture, seminar and colloquium offerings, and improve research opportunities and facilities for the students. It should be constructed so as not to destroy valuable features of the current situation, such as the interdisciplinary involvement of some York professors.

We think it unwise to prejudice these discussions by attempting to formulate complete positions about appraisals or other formalities which would follow the generation of proposals from the inter-university conversations. We wish rather to make a further report to COU at the appropriate time.

At this stage, we note only that if the cooperation we hope for does not materialize in such a way as to involve York, our recommendation for York would be the same as that for Carleton, namely new appointments at the associate professor level to move it to a qualitatively higher standard. At this time we are of course not able to indicate complete ACAP reaction if there should result a proposal to continue a separate and distinct programme at McMaster or Toronto. But we have decided that appraisal, consequent on assessment*, would certainly

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* See OCGS statement. In this case the standard to be used would be that of Carleton and York.

be recommended, and that, if more than three Ontario sociology programmes were proposed, some further action, appropriate to the situation, would presumably be recommended to COU. We would not recommend a free-standing programme at Waterloo.

Recommendation C6

It is recommended that COU adopt the following position: "(a) Whereas COU believes that future doctoral work in sociology will be capable of development to first class status if there are one, or at most two programmes involving the best sociologists at York, McMaster, Toronto and Waterloo universities and if these programme(s) involve sociologists from these and neighbouring universities in a joint enterprise, it is recommended that the universities concerned begin conversations immediately to consider such arrangements and to develop a proposal.

ACAP is to initiate these conversations and to assist their progress in any way desired by the participants.

(b) It is recommended that the universities named report progress to COU, through ACAP, in November 1974.

(c) Following the development of the proposal, ACAP shall make a supplementary report to COU with recommendations concerning its implementation."

RECOMMENDATIONS FOR INDIVIDUAL UNIVERSITIES

Recommendation C7

It is recommended that Carleton University increase its PhD enrolment, strengthen its staff, preferably at the associate professor level, and continue its master's programme. (see pages A41-A52).

Recommendation C8

It is recommended that the University of Guelph continue its master's programme in sociology as indicated in the future plan of the University, but not contemplate doctoral work before at least 1980. (see pages A76-A77).

Recommendation C9

It is recommended that Lakehead University begin its planned master's programme in sociology when it is favourably appraised. (see pages A78-A79)

There appears to be a local demand for an applied master's programme in sociology at Lakehead University. This demand is coming from social workers, prison employees, probation officers and teachers as well as from undergraduate students. The consultants' report suggests that considerable improvement in staff and in library resources is needed before Lakehead mounts a master's programme. A master's programme in sociology is part of Lakehead's approved five-year plan. We note that there is no present intention of doctoral work in sociology at Lakehead.

Recommendation C10

It is recommended that McMaster University consider the proposal in Recommendation C6.

If the procedure of Recommendation C6 results in a proposal to continue a distinct McMaster programme, it is recommended that McMaster University's PhD programme in sociology be appraised. (see footnote on page 19). If the appraisal is not successfully completed by the end of the fall term of 1975, McMaster University should then cease to enrol new doctoral students.

It is recommended that McMaster continue its MA programme. (see Recommendation C6 and pages A22-A31).

In making the recommendation for appraisal, ACAP realizes that the McMaster programme was appraised initially in 1967 and that the Appraisals Committee received reports of its progress and approved its continuance in June, 1973. However, we are aware that in doing so the Appraisals Committee expressed some misgivings and that fact, coupled with the whole context of this report and our consultants' comments, appears to us to justify this recommendation amply.

Recommendation C11

It is recommended that the University of Ottawa continue its master's programme in sociology as indicated in the future plan of the University. (see pages A82-A83).

We note that the University of Ottawa has no present intention of offering a PhD in sociology.

Recommendation C12

It is recommended that Queen's University begin its master's programme in sociology as indicated in the future plan of the University, but not contemplate doctoral work before at least 1980. (see pages A84-A86).

Since the planning assessment in sociology was conducted, the proposed sociology master's programme at Queen's University has been favourably appraised.

Recommendation C13

It is recommended that the University of Toronto consider the proposal in Recommendation C6.

If the procedure of Recommendation C6 results in a proposal to continue a distinct Toronto programme, it is recommended that the University of Toronto's PhD programme in sociology be appraised. (see footnote on page 19). If the appraisal is not successfully completed by the end of the fall term of 1976, the University of Toronto should then cease to enrol new doctoral students.

It is recommended that the University of Toronto continue its MA programme. (see Recommendation C6 and pages A32-A40).

We have already noted that the difficulties at Toronto lie mainly in the structural, administrative and supervisory aspects of its programme. Our proposal concerning the date of the appraisal is designed to give it an opportunity to overcome these difficulties before an appraisal would occur.

Recommendation C14

It is recommended that the University of Waterloo continue its MA programme but move to discontinue its PhD programme in sociology, ceasing to admit new students when the report has been accepted by COU. The University should not contemplate the reintroduction of a PhD progamme until at least 1980.

In addition, it is recommended that the University of Waterloo consider the proposal in Recommendation C6. (see Recommendation C6 and pages A58-A65).

Recommendation C15

It is recommended that the University of Western Ontario continue its master's programme as indicated in the future plan of the University, but not contemplate offering a PhD programme in sociology before at least 1980. (see pages A66-A73).

The University of Western Ontario has been proposing a PhD programme in sociology, but has failed to secure a favourable appraisal. In terms of doctoral production another PhD programme is obviously not needed. The University of Western Ontario is a special case. The emphasis at Western is on demography and the demographers on the faculty are highly competent and productive. There ought to be centres in Canada where demography is taught and taught well. But a demography group ought to include some other subjects as well as sociology, for example biology, or environmental science. Thus, an interdisciplinary programme in demography seems to have some merit. In the event that the University of Western Ontario considers offering a PhD programme in demography, this strength in the sociology department should be utilized.

Recommendation C16

It is recommended that the University of Windsor continue its master's programme in sociology and not contemplate doctoral work before at least 1980. (see pages A89-A91).

Recommendation C17

It is recommended that York University consider the proposal in Recommendation C6 for developing a first class PhD programme.

If this consultation results in a decision to continue a distinct York programme, it is recommended that York University strengthen its staff either by cross-appointments with other universities or new appointments preferably at the associate professor level, and maintain its PhD enrolment.

It is recommended that York University continue its MA programme. (see Recommendation C6 and pages A53-A57).

Other Universities

Brock and Trent Universities have had five-year plans approved and these indicate no intention of offering master's work in sociology at either university. Although Laurentian University has no five-year plan, there appears to be no current intention of offering a master's programme in sociology. On the basis of the consultants' report, it is recommended that Laurentian University not contemplate such a programme within the next five years.

SOCIOLOGY DISCIPLINE GROUP

While the continuing activity of all discipline groups is important in carrying out the functions indicated in Appendix F, it is of particular importance that the Sociology Discipline Group continue to be active. ACAP intends to request it to give some consideration to the subject matter of Recommendations C1 and C2 and also to the employment picture, particularly to survey the actual nature of the employment found by MA graduates which is thought to be quite varied.

We note that the Discipline Group refers to the role of the Council of Ontario University Sociology Departments. When COU adopted the protocol for discipline groups set out in Appendix F, it gave careful consideration to their relationships to councils or committees of this kind. While it is natural to expect discipline groups to have close liaison with such councils and perhaps overlapping membership, there are nevertheless significant reasons to preserve the distinction.

We have noted above that the quality of incoming students is decisive and we would want the Discipline Group to deal with this. The matter is important enough that even crude methods of ascertaining the kind of students now entering ought to be applied; ascertaining undergraduate grades for a sample of students in sociology as against those in other graduate departments; administering a general test to a sample of current graduate students in various disciplines; interviewing a sample of current graduate students. The Discipline Group will have better ideas on how this calibration of the quality of students in sociology and in other disciplines may be attempted.

In the next ten or twenty years we will know how successful was the selection and training of the students in sociology; in the academic market we will see the quality of their research, and in competition in other markets we will be able to see what posts are secured by sociologists as against other social scientists and natural scientists. But the question is whether some investigation could be done in advance to anticipate the outcome so that the effort of the decades ahead will not be misdirected.

ACAP asks the Discipline Group to report annually on (a) quality and quantity of graduate admissions, (b) length of time for completion of degrees and number of ABDs, (c) MA employment and (d) PhD employment. The Discipline Group could also examine the possible role of post-doctoral fellows in this discipline and the methods for involvement of professors in non-PhD departments in both multi-person projects and thesis supervision.

RECOMMENDATION FOR COU ACTION

Recommendation C18

It is recommended that COU adopt the recommendations of this report, inform CUA that it has adopted these recommendations and request that the embargo on sociology be now removed, in accordance with the original announcement of the Minister that new graduate programmes would be embargoed until, for each discipline, a planning study had been conducted.

TABLE 1

MA Enrolment in Sociology

	1967-68		1968-69		1969-70		1970-71		1971-72		1972-73	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Carleton	9	3	18	1	29	9	38	10	20	27	20	31
Guelph	5	1	6	-	14	-	12	2	8	1	8	3
McMaster	11	9	17	3	28	4	20	6	25	7	26	12
Ottawa	10	5	17	7	19	13	23	20	24	20	17	33
Toronto	23	6	34	6	25	5	29	5	50	18	19	31
Waterloo	13	2	6	3	7	3	4	2	7	3	8	3
Western	12	2	34	5	14	11	23	9	24	9	19	7
Windsor	3	1	3	1	4	4	10	2	14	5	11	6
York	6	-	19	2	15	3	29	3	12	3	14	20
Total	92	29	154	28	202	56	188	59	184	93	131	140

TABLE 2

Sociology PhD Enrolment and Degrees Awarded

University	1967 - 1968 FT	PT	Degrees	1968 - 1969 FT	PT	Degrees	1969 - 1970 FT	PT	Degrees
Carleton	-	-	-	-	-	-	1	-	-
McMaster	3	-	-	11	1	-	13	1	-
Toronto	24	10	1	37	16	1	46	15	3
Waterloo	3	1	-	6	1	-	13	-	-
York	-	-	-	-	-	-	16	-	-
Total	30	11	1	54	18	1	89	16	3

University	1970 - 1971 FT	PT	Degrees	1971 - 1972 FT	PT	Degrees	1972 - 1973 FT	PT	Degrees
Carleton	4	-	-	9	-	-	10	1	-
McMaster	20	-	-	21	1	-	25	2	1
Toronto	54	23	4	54	31	6	65	30	5
Waterloo	15	1	-	9	2	1	10	2	-
York	36	1	-	51	9	-	49	20	2
Total	129	25	4	144	43	7	159	55	8

University	1973 - 1974 FT	PT	Degrees
Carleton	14	3	1
McMaster	29	2	2
Toronto	70	23	3
Waterloo	11	3	1
York	57	18	3
Total	181	49	10

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FOREWORD

The Advisory Committee on Academic Planning (ACAP), as presently constituted, was established by the Ontario Council on Graduate Studies at the request of the Council of Ontario Universities in January, 1971. The Advisory Committee's terms of reference were directed broadly toward the effective planning and rationalization of long-term graduate development in Ontario's universities both at the level of individual disciplines and at a more general level. The Advisory Committee's activities are based on the premise that graduate work is the one area of university activity in which specialization among universities, cooperative arrangements and comprehensive planning are most necessary.

In March, 1971, concern over the rising costs for support of graduate work prompted the Ontario government to institute a general embargo on funding for any new graduate programme, that is, one which had no students enrolled on May 1, 1971. This embargo was subsequently modified to include only those disciplines in which over-expansion was felt to be potentially most serious. ACAP was to begin immediately planning studies in those disciplines which remained embargoed.

The disciplinary planning process begins with the formation of a discipline group composed of one representative from each university with an interest in graduate work in the planning area. The discipline group assists in defining the precise academic boundaries of each study, scrutinizes the data collection forms, prepares a list of potential consultants, maintains contact with the consultants during the study, and prepares a commentary on the consultants' report.

The final decision on consultants for the planning study is made by ACAP. The consultants are requested to make recommendations on programmes to be offered in Ontario, desirable and/or likely enrolments, the division of responsibility for programmes among universities, and the desirable extent of collaboration with related disciplines.

While the consultants' report is the single largest element in the final report on the planning study, ACAP considers the statement of each university's forward plans to be most significant. These forward plans are usually outlined prior to the planning study, and are used as a basis for comments from the universities concerned on the consultants' report.

On receipt of the consultants' report, and comments on it from the discipline group and the universities, ACAP begins work on its own recommendations for submission directly to the Council of Ontario Universities. COU considers the input from all sources, and prepares the position of the Ontario university community.

The following report is one of a series of disciplinary planning studies carried out by the Advisory Committee on Academic Planning and to be published by the Council of Ontario Universities. The emphasis of the report is on forward planning, and it is hoped that the implementation of COU's recommendations will help to ensure the more ordered growth and development of graduate studies in Ontario's universities.

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Council of Ontario Universities
Conseil des Universités de l'Ontario

Report and Recommendations concerning Graduate Studies in Sociology

On the instruction of the Council of Ontario Universities, the Advisory Committee on Academic Planning has conducted a planning assessment for sociology. The resultant report from ACAP is attached together with the consultants' report, the comments by the discipline group, and the comments of the individual universities. The procedures followed and the planning techniques used are described in the ACAP report and are not repeated here. It is important for the reader to read the ACAP report and attachments in order to understand the recommendations in this Report from COU.

The Council received the ACAP report and supporting documentation on January 31, 1974. A revised ACAP report was debated on April 11 and on May 3, 1974.

As a result of these discussions this Report and Recommendations were prepared and approved by the Council on May 3, 1974. The Report is addressed to the Committee on University Affairs and the universities of Ontario.

The following principles have been adopted and will apply to this and all other COU Reports arising out of assessments.

1. Discipline assessments by ACAP should form the basis for planning by the universities of their development of graduate studies, particularly PhD programmes. On the basis of these assessments, COU should make its own recommendations on currently embargoed programmes. Each university must retain the freedom and responsibility to plan and implement its own academic development. However, the universities in embarking on a cooperative planning process have signalled their intentions of cooperating with the COU recommendations.

2. Universities generally plan their emphases in graduate study on the bases of related departments, not of single departments. Initially the sequential nature of the discipline planning assessments makes this difficult. However, by the summer of 1974 there will have been assessments of most of the social sciences, all of the physical sciences, engineering doctoral work, and a number of professional areas. On the information and recommendations then available, each university should be able to make decisions concerning its support of graduate programmes in these areas. Amendments to university responses to the individual discipline planning assessments may

then be made in the wider context of a group of related disciplines and amendments to COU's original Reports on an individual discipline may be required.

3. The first concern in planning is to review the quality of graduate opportunities and of students in Ontario universities and to make judgements about how to proceed or not proceed based on quality considerations. The procedures have made use of highly qualified independent consultants who have no direct interest in the universities in Ontario. Accordingly, COU feels bound to accept their judgements about quality where they are stated clearly unless unconvinced that their conclusions about quality are consistent with their evidence. COU's recommendations in the case of programmes which are of unsatisfactory or questionable quality will call for discontinuation or the carrying out of an appraisal, if the continuation of the programme is not crucial to the province's offerings. In some cases, however, there may be a particular need for the programme and the appropriate recommendation will be to strengthen it, with an appraisal following that action. It is also possible that if there were found to be too large a number of broadly-based programmes there could be a recommendation to discontinue the weakest; in this case, an appraisal for a more limited programme might be relevant.

4. A second consideration is the scope of opportunities for graduate work in the discipline. Do the Ontario programmes together offer a satisfactory coverage of the main divisions of the discipline?

5. Numbers of students to be planned for will depend on the likely number of applicants of high quality and in some cases may relate to an estimate of society's needs. Such estimates may be reasonably reliable in some cases and not in others. If the plans of the universities appear to be consistent with the likely number of well-qualified applicants and there is either no satisfactory basis for estimating needs or there is no inconsistency between a reasonable estimate of need and the universities' plans, then COU will take note of the facts without making recommendations on the subject of numbers.

   If the numbers being planned for by the universities are grossly out of line with the anticipated total of well-qualified students, or a reliable estimate of needs, COU will make appropriate corrective recommendations. Depending on the circumstances, these may call for a change in the total numbers to be planned for and indications of which institutions should increase, decrease, or discontinue. The recommendations in serious cases may need to specify departmental figures for each university for a time. If the numbers being planned for are insufficient, the recommendations may call for expansion, or new programmes, and may have implications for both operating and capital costs.

Unless there are exceptional circumstances, the recommendations concerning enrolment will not call for a university to refuse admission to any well-qualified student who wishes to work in a field in which that university offers a programme and in which it has the capacity to accommodate the student.

6. The quality of graduate programmes is partly dependent on size, and for each programme, depending on how it is designed and its scope, there is a minimum size of enrolment below which quality may suffer. That number cannot be expressed for the discipline as a whole but only for individual programmes depending on their purpose, their resources and their design.

7. Universities will be expected to notify COU if they intend to depart from the COU Report in any way which they believe might have a significant bearing on the provincial plans.

8. Appraisals arising as the result of assessments are to be based on the standards but not necessarily the scope of the acceptable programmes in the province.

General observations concerning sociology

1. Sociology is the study of society. Canadian society should be studied by well qualified individuals. There should be Canadian doctoral programmes in sociology with the quality necessary to attract the ablest students, who will otherwise go abroad.

2. Of the five current doctoral programmes, there is none with this level of excellence, but at least two of them are capable of the necessary development with modest additional expenditure.

3. High quality will more likely be achieved by reducing the number of doctoral programmes, rather than attempting to develop all of them.

4. Graduate programmes in sociology centre on a theoretical and methodological core. Many applications of the methodology exist, e.g., sociology of various professions, urban sociology, ethnic studies, small group studies, sociology of large organizations, and so forth. Most of the major areas of application are dealt with in Ontario in at least some departments.

5. There is a wide scope for employment of persons with MA degrees in sociology, and departments should, in their programmes, recognize this fact.

6. For some time to come the main employment of persons with doctoral degrees in sociology will be in academic positions.

Recommendations

It is recommended that:

1. The high rates of delay and incompletion of master's and doctoral degrees be rectified.

2. The sociology departments note that for many students the existence of projects involving several faculty could provide a source of funds, research topics and mutual stimulation.

3. The sociology departments note the need for research related to the communities adjacent to the campuses.

4. There be no attempt to assign a distribution among universities of responsibilities for particular programmes and specialties, although specialized programmes may develop.

5. There be no enrolment restrictions at the MA level, i.e., that each university carry out its plans for MA programmes.

6. (a) Whereas COU believes that future doctoral work in sociology will be capable of development to first class status if there are a limited number of programmes in the province, York, McMaster, Toronto, and Waterloo universities enter into discussions to see whether joint activities are possible, and if so develop a proposal.

   (b) The above universities report progress to COU, through ACAP, in November, 1974.

   (c) If a cooperative proposal is developed, ACAP make a supplementary report to COU with recommendations concerning its implementation.

7. Carleton University increase its PhD enrolment, strengthen its staff, preferably at the associate professor level, and continue its master's programme.

8. The University of Guelph continue its master's programme in sociology as indicated in the future plan of the university, but not contemplate doctoral work before at least 1980.

9. Lakehead University begin its planned master's programme in sociology when it is favourably appraised.

10. (a) If the discussions with other universities (Recommendation 6) result in a proposal to continue a distinct McMaster University doctoral programme, the programme be appraised. If the appraisal is not successfully completed by the end of the fall term of 1976, McMaster University should then cease to enrol new doctoral students.

    (b) McMaster University continue its MA programme.

11. The University of Ottawa continue its master's programme in sociology as indicated in the future plan of the university.

12. Queen's University begin its master's programme in sociology as indicated in the future plan of the university, but not contemplate doctoral work before at least 1980.

13. (a) If the discussions with other universities (Recommendation 6) result in a proposal to continue a distinct University of Toronto doctoral programme, then that programme be appraised. If the appraisal is not successfully completed by the end of the fall term of 1976, the University of Toronto should then cease to enrol new doctoral students.

    (b) The University of Toronto continue its MA programme.

14. (a) If the discussions with other universities (Recommendation 6) result in a proposal to continue a distinct University of Waterloo doctoral programme, then that programme be appraised. If the appraisal is not successfully completed by the end of the fall term of 1976, the University of Waterloo should then cease to enrol new doctoral students.

    (b) The University of Waterloo continue its MA programme.

15. The University of Western Ontario continue its master's programme as indicated in the future plan of the university, but not contemplate offering a PhD programme in sociology before at least 1980.

16. The University of Windsor continue its master's programme in sociology, but not contemplate doctoral work before at least 1980.

17. (a) If the discussions with other universities (Recommendation 6) result in a decision to continue a distinct York University doctoral programme, York University strengthen its staff either by cross-appointments with other universities or new appointments preferably at the associate professor level, and maintain its PhD enrolment.

    (b) York University continue its MA programme.

18. In view of the acceptance of these recommendations by COU and the completion of this planning assessment, CUA request the Minister to remove the embargo on sociology in accordance with the original announcement of the Minister that new graduate programmes would be embargoed until, for each discipline, a planning study has been conducted.

Notes concerning the recommendations

Re: Recommendation 9

The programme here recommended for Lakehead is that described in its current five-year plan.

Re: Recommendation 15

The University of Western Ontario has been considering developing a proposal to offer a PhD in demography. ACAP has viewed such a development favourably.

May 14, 1974.

A P P E N D I X A

BEST COPY AVAILABLE

GRADUATE SOCIOLOGY IN ONTARIO UNIVERSITIES

REPORT OF ASSESSMENT TEAM

D. Braybrooke

H. Guindon

P. Worsley

D. Wrong

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SYNOPSIS

The central themes in this report recur so frequently that they are clearly characteristic of sociology in general in the Province, and not merely idiosyncratic features of this or that institution. We, therefore, preface the report by pointing to these issues.

1. Because of the limitations under which we worked despite the voluminous written material at our disposal and our visits to the departments, our opinions lack the degree of certainty we would consider desirable insofar as the documentation was sometimes unnecessary and sometimes lacking, often based on varying criteria as between one institution and another; and insofar as the brevity of the visits constituted an obviously thin informational base. Nevertheless, the varieties of sources of information allowed us some possibility of cross-checking interpretations presented to us. If better-based reviews of the discipline are to be produced in the future, the discipline group might itself carry forward the surveying of the state of the discipline as a continuing procedure, and this will require the provision of information of a more systematic and standardized kind.

2. Library provision is generally more than satisfactory, though Brock, Lakehead and Trent need strengthening in this respect, particularly as they move into M.A. work. Computer facilities, too, are everywhere adequate, though not always used fully even in the best-equipped universities.

3. Sociology cannot be precisely divided into sub-fields, since theoretical perspectives cut across most such divisions. Hence the notion of encouraging specialization by campus has been discounted. The only sound basis for "rationalization" we can conceive of in sociology is dictated by practical rather than intellectual considerations: e.g., the high cost of infrastructural facilities such as computer installation and services or small group laboratories. In addition, some sociological work plainly requires a "constituency" outside the sociology department, e.g. the presence in the same university or nearby of a medical school for the sociology of medicine.

4. We do not mean to imply any imposition of particular academic orientations upon unwilling departments. The existing diversity of styles is a richness which should be retained. In general, standards are good. Though only one or two institutions are approaching the highest international standards of intellectual creativity, such a prospect is now within sight in a number of universities.

5. One immediate strengthening of graduate work which practically all departments ought to take in hand as a matter of urgency is the establishment of lively colloquial programmes in which visitors, local faculty and graduate students present papers. Such programmes should endeavour to improve knowledge of work going on in other departments, and ought to build in cooperative links between the separate programmes.

6. The undue protraction of Ph.D. course work, and the high rates of delay and incompletion, call for very careful measures to ensure that M.A. courses are completed in a year, and that Ph.D. coursework, likewise, is so arranged that students complete their comprehensive examinations by the end of the second year of graduate school.

7. For many students, the existence of continuing multi-person projects within the departments would provide a source of funds, research topics and mutual stimulation. More discrimination needs to be made between theses that can be carried through in a short time and inexpensively, and those for which research support (including stipends) is necessarily heavier. The field-work-based project, especially, usually requires greater inputs of time and money.

8. Research in the locality should be regarded as a natural function of any department, and as a service to society. The city of Toronto, in particular, is understudied, and here the use of the skills of anthropologists, and cooperation between York and Toronto universities would make good sense.

9. The current high proportion of non-Canadians in teaching positions appears to be likely to diminish in future, as the Canadian students now in graduate schools finish their training.

10. In terms of numbers in graduate school, M.A. output does not seem excessive. As far as Ph.D. programmes are concerned, the continuation of all present programmes (and of a contribution from Western, if approved) is justified in terms of quality.

In terms of quantity, the minimum output rate which as a conservative estimate we can see as being readily absorbed into professional employment as sociologists is 14 Ph.D.s per annum (which, held at that figure for successive years, represents a growth rate of around 2½% per annum in the first year, and thereafter descending). An output of 23 Ph.D.s per annum would represent a growth rate of around 5% per annum descending, which we feel represents a realistic maximum. These estimates allow for extra-provincial academic employment and non-university employment.

11. Though output of Ph.D.'s has hitherto been small, from the present numbers of doctoral candidates, the number of Ph.D.'s appears likely, despite the inefficiencies noted above, to exceed 23 per annum in only a year or two. Hence the present province-wide corps of Ph.D. students seems too large, and existing programmes need to be revised downward.

12. We nevertheless quite repudiate the notion that professional employment should be the only criterion for regulating the size of Ph.D. graduate schools. Graduate students contribute, cheaply, to teaching. Moreover, their later entry into non-academic occupations will be to the benefit of other sectors of society, where sociological expertise is greatly needed. Students, however, must be more clearly counselled about the likelihood of their future employment. If they do wish to risk entering courses which carry no certainty of specifically professional employment as sociologists, they should not be prevented from so doing.

A. THE INQUIRY

1. The Expansion of Higher Education in Ontario

The expansion of sociology in Ontario has been part of a general expansion of university education in the Province which began in the mid-1960s. Before that time, graduate study in sociology was primarily concentrated, virtually entirely so as far as the Ph.D. was concerned, at the University of Toronto. Hence, Canadians from Ontario (and other provinces) who wished to pursue higher studies often went abroad. A further result was that, as in other disciplines (though to a lesser extent than the average for all disciplines), Canadians today only constitute just over half the faculty in university departments, since the great expansion of the second half of the 1960s inevitably depended on a sizeable inflow of qualified teachers from abroad, including returning Canadians trained abroad and immigrants who later stayed on.

The demand for sociology has been one of the striking factors of an epoch which has itself been one of general and dramatic expansion. The reasons lie deep at the heart of our times. They range from the "built-in" requirements of a society in which the proportion of the labour force producing material goods continues to decline, and in which the service sector conversely expands; in the displacement of the classic industrial worker by the army of secondary and tertiary sector employees; the growth of occupations more oriented to processing paper, data, and symbols and to handling people rather than material goods; the growth of education itself as an "industry;" and the appearance in the 1960s of social stresses and strains in North American society which started millions of ordinary people, and particularly young people, asking questions about society and looking for the answers to these questions. Social inquiry was no longer a specialist pursuit of a few academics of an educated minority or of a "socially conscious" minority. As racial and ethnic conflicts, unemployment in the midst of affluence, the repercussions of wars abroad, the emergence of a generation questioning the assumptions the world built by their elders was founded on, so the demand for professional social research, and for disciplined debate based on such research, led to a new popularity of the social sciences. (It also led to much hostility, and to quite unrealistic expectations of these disciplines, as well as to the search for answers in quite other quarters.)

Sociology has now, for the time being at least, gone "over the hill" so far as this wave of enthusiasm is concerned. But it remains a major area of study on all campuses, and demand is only a little below the peak of a year or two ago.

TABLE 1

SOCIOLOGY DISCIPLINE ASSESSMENT
1972-73 ENROLMENT DATA

	Introductory Course		Total Student Courses	
Brock	274		849	
Carleton	1,145	(includes Anthrop.)	4,123	
Guelph	750		1,797	(includes Anthrop.)
Lakehead	460		1,190	
Laurentian	349		953	
McMaster	1,261		-	
Ottawa	825		-	
Queen's	-		1,373	
Toronto	1,511		4,133	
Trent				
Waterloo	1,205			
Western	1,430		3,400	
Windsor	829		2,373	
York	950		-	

The expansion of sociology in Canada, great though it has been, cannot compare with the scale of the growth of the discipline in the United States, where over ninety institutions now grant the Ph.D. in sociology, more than two-and-a-quarter thousand universities and colleges give degree-level instruction, and where there are over 12,000 members of the American Sociological Association (not all, however, Americans).

Expansion takes longest to manifest itself at higher degree level since eight years is an absolute minimum to progress though the successive stages of the first degree, the M.A. and the Ph.D. Nor are the numbers well-advanced in this process yet very great, so that the past gives a poor guide to the future. By 1970, only twenty Ph.D.s in sociology had been awarded in all Canadian universities.

Rapid expansion, too, has thrown great burdens of course-design, of coping with large numbers of undergraduates and of producing new and relevant teaching literature, upon university teachers at a time when hitherto unknown numbers of graduate students were competing for the attention of university faculty who were themselves mostly new arrivals, often in the unusually busy condition of generating not just new or expanded departments, but often whole new universities from the ground up. As Table 2 shows, more than half the staffs have joined their universities within the last five years. Little wonder that the record of graduate school performance we examine below is not one of unqualified success. The time has now come, however, for a careful look at the state of the discipline: at what has been achieved, and at what might be done to improve graduate work in particular in the future. Before commencing this assessment, let us outline the way in which the task was described to us by the Advisory Committee on Academic Planning of the Council of Ontario Universities, and then explain how we set about it.

TABLE 2

SOCIOLOGY DISCIPLINE ASSESSMENT

GROWTH OF FULL-TIME FACULTY*

	1967-68	1968-69	1969-70	1970-71	1971-72
Brock			1	6	6
Carleton	16	19	27	32	28
Guelph	15	17	19	20	12
Lakehead	2	2	2	5	5
Laurentian			4	7	9
McMaster	7	11	12	16	22
Ottawa	9	10	10	13	13
Queen's	3	4	10	12	14
Toronto	20	24	29	37	44
Trent	No Form 3	-	-	-	-
Waterloo	12	11	14	16	16
Western	12	13	17	23	30
Windsor	2	5	9	13	14
York	13	18	26	28	45
Total	112	135	181	228	268

*In making estimates of the present numbers of university-employed sociologists, we were confronted with a variety of different calculations. Depending upon whether cross-appointments, Visiting Professors, part-time faculty, etc., are included or excluded, the variations in the numbers can range from the 268 shown above to over 300.

2. Assessing the Discipline

The team of consultants was given a very free hand in going about their work. We wish, indeed, to stress the fact that we were not given to understand that we were to steer a course favourable to any policies of the Advisory Committee on Academic Planning or the Council of Ontario Universities, much less the Government of Ontario. In fact, we have not been informed what the policies any of these bodies are, except for what we have read about the policies of the Government in the newspapers. Dr. Preston, the Executive Vice-Chairman of ACAP, has invariably been helpful when we asked him for information, but he has invariably waited to be asked, except as regards the scheduling arrangements and the objectives of the assessment as set forth in the terms of reference below. Inevitably, however, we were given terms of reference; we were provided with documentary materials considered apposite; we were sent out to visit the departments.

Let us briefly comment on each of these points in turn.

(a) Terms of Reference

The team was charged with the following tasks (given in abbreviated form*):

(i) to consider the material prepared by the discipline group and the universities, and to obtain any other data needed

(ii) to remain in contact with the discipline group concerning the whole operation, and with ACAP concerning the schedule of visits so as to ensure uniformity

(iii) to report on the state of graduate work in the province in general and in each university, discussing:

- (a) coverage of core elements and specialities
- (b) faculty quality and quantity
- (c) nature of programmes offered
- (d) enrolment size and distribution amongst universities
- (e) quality of student body; admission requirements
- (f) relationship to cognate disciplines
- (g) physical facilities
- (h) other matters considered significant by the consultants

(iv) to make recommendations for the development of graduate work up to 1983, but particularly for 1973-1978, with special reference to the distribution of existing and planned programmes, on the one hand, the desirability of any reductions or extensions of such programmes, and to levels of enrolments in such programmes, on the other, taking into account supply and demand factors of all kinds

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*For full details, see the document "Procedure for Sociology Planning Assessment, 21 January, 1972."

(v) to make recommendations concerning the distribution of graduate programmes and specialities, and of enrolments, across the province

(vi) to make recommendations concerning cooperation between institutions and between sociology and related disciplines

Items (i) and (ii) thus constitute the procedures of investigation; (iii) concern the findings; and (iv), (v) and (vi) concern the recommedations emerging from those findings.

(b) Documentation

The documentation provided included:

(i) curricula vitarum of faculty

(ii) data on availability of space

(iii) 'undergraduate base' data

(iv) information re facilities and equipment

(v) information on facilities shared with other departments

(vi) library resources: holdings and budget

(vii) information on arrangements for inter-university cooperation

All the above relates to departmental "inputs" on the teaching/research side. Concerning the graduate students, data was also supplied on:

(i) their status, whether full-time or part-time

(ii) their immigration status

(iii) sources of financial support

(iv) numbers in different years of degree work

(v) drop-out numbers, and attrition rate (e.g. number of ABDs)

(vi) degrees awarded

(vii) post-graduate employment of PhDs and ABDs

We deeply appreciate the time spent on assembling and processing the large amount of information required for these forms. Our task would have been virtually impossible without such data. Certain sets, in particular, were quite indispensable, notably the curricula vitarum (and especially the lists of publications, and posts held) and each Department's document evaluating its present state and presenting its future plans. We also have to record that much of the documentation was not helpful, notably the detailed breakdown of faculty time as between one "core area" and another. This is because the very category "core area" is so large and spongy as to be unilluminating. An extraordinary variety of quite unlike specialisms is subsumed under

each "core area." Moreover, though, for some purposes, one can broadly distinguish "interpersonal relations," say, as an "area," what seems crucial to us is the perspective within which "interpersonal relations" are analyzed: e.g. symbolic interactionist, sociometric, Balesian, behaviourist, ethnomethodological, etc. In sum, the "core areas," as designated, bring together under one label what seem to us to be conceptually distinct, and fail to subsume under a common label approaches of a similar generic nature.

Whatever the philosophical status of these categories, we have to report that, from our point of view, the work that went into filling out these forms - and especially Form 1 (Faculty List, 1971/72, by Core Element) and Form 3a (Population by Core Element, 1971/72, Assistant Professor and above), which must have consumed a large amount of faculty time - was spent in vain. We discuss the matter further below, in the sections relating to McMaster University and the University of Western Ontario.

In the latter case, we point to the misleading nature of these categories; in the former, to the fact that the appraisals committee, in setting about "appraising" Departments for their capacity to teach at Ph.D. level, does so in terms of "specializations" rather than "core elements." Moreover, the specializations, we understand, are identified and announced by the applicant departments, rather than imposed from above as a provincial system of categories. The core areas, as designated by the discipline group in abstracto, do not appear to be used at the provincial level, therefore, when appraisals are undertaken. It would seem that the "core element" concept either needs abolishing or radically redefining. In saying this, we do not imply that recognition of competence to do Ph.D. level work should be restricted to initially announced specializations. Indeed, we believe that, in sociology at least, a department should be "licensed" to do Ph.D. work, tout court, though it should be ready to explain the significance of its new developments. Few departments, other than the very large, will have outstanding strength in virtually every major sphere. But most have quite adequate strength to deal with most of the chief topics of sociology. We believe that departments are punctilious enough, and would-be graduate students inquiring enough, to make it possible for the latter to be aware whether their special interests can be catered to in the department or not. In the very rare cases where this turns out to be disastrously not the case, more flexible arrangements for possible transfer, discussed below, should overcome the problem by allowing the students to move to a more appropriate university, though this ought to be avoided, both because of its human and its organizational and financial costs, by proper counselling in the first place.

In general, then, a department fit to teach the Ph.D. is, by definition, a department with adequate strength in the main branches of sociology, though it may well forego by choice much effort in demography, perhaps the one clear logical isolate among sociological

sub-fields, and it will not necessarily command an expensive small-groups facility. It should not have to be "recognized," by having to make successive applications for a "license" to teach "specialisms." If the department does lack such strength, it ought to clearly advise potential graduate students so. Thus handbooks for graduate students ought to contain more than the formal rules. They should--as the documents B.1.d do--contain the department's own appraisal and evaluation of its collective interests and strengths. Any attempts at "over-sell" would be self-defeating, as graduate students would soon feed their disillusions into the communications-networks of academia.

The other set of documents which called for immense labour inputs, but which we found it necessary to make only slight use of, were the censuses of library holdings. All that was required for our purposes was the consolidated tabular information on the total number of monographs held and the percentage of serial titles, from standard lists, held and currently received. (As we will see below, there were local benefits to be gained from collecting this information). In order to generate such tables, of course, it is usually necessary to check each title (though sampling might be possible and shortcuts of this kind were sometimes adopted). Nevertheless, we did not need the exhaustive listing of each periodical title, by year, volume, etc. and the work involved in reproducing this could be economized upon.

We also circulated a set of questions (see Appendix A) from which we received valuable supplementary data. Particular queries were also addressed to particular departments to clarify points which arose from the visits.

All other sets of information were useful, and, on the student side, the data on numbers by year, course, etc., in particular. One crucial amplification is needed, however. We suggest that the discipline group establish a better standardized form for recording future projections, and that the departments provide more detailed estimates. The information required in order to make informed extrapolations into the future should include estimated annual intake into both M.A. and Ph.D. programmes; the total "in-house" population of both the graduate student population (M.A. and Ph.D. separately) and the faculty population; and the estimated output of M.A.s and Ph.D.s. All this data, ideally, should be estimated for each year; alternatively, five-year and ten-year interval calculations could be made. But drop-out rates and attrition rates are also most vital calculations which have to be made. If, say, one out of every ten Ph.D. students is likely to drop out, or if, say, one in four of all Ph.D.s "on the books" remains ABD--to use two examples derived from reports of not abnormal existing experience--then either the department or the discipline group, using the department's reported data on past drop-out and attrition, must calculate some factor to be applied to future intake projection, since obviously by no means all of those taken in graduate. For the sake of uniformity of the mode of calculation, it might be advisable to ask departments simply to

supply the raw data, and let the discipline group analyze it in a standardized manner. This does have the drawback, however, of generating work for the discipline group. If, conversely, the departments work out their own drop-out and attrition factors, and apply them in making forward projections, it is essential that they explicate exactly how they have done this, so that, where different assumptions (and therefore weightings) have been used, corrections can be applied to bring them into line and thus make comparison meaningful and aggregation a summation of like entities rather than the spurious adding together of discrepant phenomena. Specimen analyses of the history of recent cohorts, and the various stage of progress reached by different members, such as those provided by the University of Toronto, are invaluable for highlighting points and causes of blockage.

(c) On-site Visits

Without these visits, we would not have been able to present a report with any kind of confidence, given the difficulties of interpretation of the kinds mentioned above, the natural tendency for departments to present their performance in a "public relations" positive mode, their own misconceptions of themselves, and so forth. Even during the on-site visits, of course, these difficulties arose; but then we had some chance of getting behind them by cross-examination and "triangulation" from the several sources of information available at the site, including - almost everywhere our most valuable source of critical views - the students.

We do not lay claim to any absolutely objective and transcendent knowledge. Our documentation, however large, was still quite limited; our visits were brief; and we were very dependent upon often contradictory accounts given verbally by different persons which it would have taken days or weeks of research to evaluate thoroughly. The experience has sensitized us all the more to the perils of any extra-academic body attempting to make its appraisals on the basis only of quantitative "measures," for the essence of any appraisal of graduate work is in the end, qualitative, i.e. it requires professional knowledge of the discipline. Having noted these difficulties, we found our colleagues to be normally frank, self-critical and helpfully informative, and we were usually able to achieve a great deal of consensus both with them and between ourselves. This "inter-subjectivity," combined with our ability to see all the institutions, gives us some confidence even in making what are still, in the last analysis, qualitative judgements.

Much of our data is, however, in numerical form, and is presented below. Its interpretation may still be problematic, but we try to spell out the rationale for our own interpretations. Finally, with all its limitations, we doubt if any more thorough investigation, which would require even greater expenditures of time and money than the by no means inconsiderable amounts invested in this report, would be likely to be made under any alternative mode of assessment. The opposite is likely to be the case: alternative modes are likely to be less intensive, and to that extent, even less reliable.

One of the most important lessons to be drawn follows immediately from this point, taken together with the fact (fully confirmed in the course of our investigation) that sociology does not divide up for purposes of distributing specializations as easily as some other subjects may. Demography is perhaps unique among the sub-fields of sociology in being easily treated, though probably not best treated in isolation it. Nor can one hope to do much to plan the distribution of specialization by restricting the number of expensive facilities: with the exception of small-groups facilities like those at Brock, York, and Scarborough College of the University of Toronto, and the special staff and records concentrated at the Institute of Behavioural Research at York, there are no expensive facilities to restrict. The lesson that follows is that it is not possible to exercise centralized, top-down control over specialization in sociology as sensitive as such control may be in other subjects (whether or not it is sensitive enough there either). How then is the provincial system to be safeguarded against wasteful and misguided undertakings by individual departments of sociology? The greater part of the problem, we think, can be dealt with effectively only by placing a considerable amount of reliance on continued activity by the discipline group. We envisage this group not only as providing a forum for the exchange of information and as supplying an instrumentality for collecting and keeping up-to-date perfected data of the sorts collected for us, but also as an agency of control by mutual restraint--restraint related to the stake each department has in maintaining its reputation with all the rest. Without giving the discipline group formal powers of veto or censure, we think departments should be called on to defend their programmes periodically before the discipline group and should be expected to make a case before the group before embarking on new programmes or major modifications of present ones; and before formally applying to the Appraisals Committee for approval.

We found that the members of the present discipline group have been nominated to serve by a variety of methods of selection, in one case, for instance, being appointed by the president of the university. We consider that direct election of the representative by the department would be a better way of ensuring that the representative commands the confidence of his colleagues (even though the individual mentioned undoubtedly did).

Following an initial consultation meeting with the discipline group in June 1972, the whole team visited each of the departments teaching at Ph.D. level (and the University of Western Ontario, whose Sociology Department is in process of being "appraised" as a centre for Ph.D. level study as well as the University of Ottawa among the non Ph.D.-granting institutions). Two members visited the M.A.-awarding departments (excepting Ottawa) and those departments with (so far) undergraduate programmes only.*

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*Brock, Guelph and Laurentian (Braybrooke, Guindon); Queen's (Guindon, Wrong); Windsor (Wrong, Worsley); Trent and Lakehead (Braybrooke, Wrong). See Appendix B for schedule for visits.

McMaster, York, Carleton and Western were visited by Worsley independently of the other team members, a circumstance brought about by problems of personal availability, but which had the valuable unintended consequence of generating two distinct sets of impressions which could be balanced against each other. Finally, individual consultants independently wrote up their own personal impressions, later synthesized and incorporated into a draft prepared by Worsley, which was itself later revised by the four consultants meeting together, presented to the discipline group for comment, and then produced in final form.

On visiting a department, we asked to meet the faculty as a whole, especially those who were members of graduate faculty; senior representatives of the University Administration (we normally saw at least two persons, the President or Vice-President, the Dean of Graduate Studies or the Dean of the Faculty being the officers usually seen); and graduate students (sometimes undergraduates). Two days were spent at the Ph.D. institutions (except for Worsley who spent one day each at Carleton, York, Western and McMaster), and one day at the other institutions. We made a point of holding a "feed-back" session at the end of the visit to convey initial impressions, to ask for supplementary information, to raise criticisms or to express commendation, to ask for resolution of contradictory accounts, and--most importantly--to receive reactions to all of these.

(d) Organization of the Report

This report is not as concise as we would have liked to have made it--and would have made it, given more time to achieve conciseness. We have endeavoured to pull together the chief themes of the report in the two synopses (one an overview of the departmental vignettes). The synopsis of general themes standing at the head of our report (pp.ii-iii) indicates the chief themes, some of which are discussed at length only in individual vignettes. On the basis of these materials and our first-hand encounters with the departments, supplemented by the sifting of a good deal of background printed material on higher education in the province and elsewhere, we decided to present a good part of our findings--in response to modern conceptions of disclosing sociologists at their work, not in the conventional form of a retrospectively reworked and "represented" version of the data, but more "situationally"--in the form of a sequence in which each institution was separately visited.

Each of the "vignettes" below is not so much a thumbnail sketch of a department as a "case-study" or representative instance of a number of problems or issues which may be specifically discussed vis-à-vis that particular institution, but which are to be found in all or most departments. Thus in highlighting a particular problem at University X we do not imply that this problem does not occur elsewhere. Conversely, we may not discuss, for every institution, an issue already treated at some length. In this way, issues are treated as type-cases rather

than in terms either of statistical representativeness or as individual descriptions. Not only does this avoid tiresome repetition, but it also allows the reader to observe how issues thrown up as clues in one place were followed through more attentively in an institution visited later.

3. 'Non-problematic' general observations

We begin with some findings that may seem obvious, but nevertheless need to be stated. Others are "non-problematic" in a different sense: we believe them to be patently true (though others may not), or to be desirable courses-of-action. At the end of the report we deal with general issues of a different kind: those which we regard as problematic, either because they are much more uncertain either as fact or as prescription, and hence call for more elaborate validation.

Let us note, firstly, that library facilities everywhere are more than adequate and a cause for congratulation to administrations, library staffs, and sociology department members who have worked hard to build up collections. We may take periodical holdings as one index of these facilities:

TABLE 3

SOCIOLOGY DISCIPLINE ASSESSMENT

LIBRARY SUMMARY

Periodical Holdings

	% of Total Titles* Held	% of Titles Currently* Received
York	82	85
Ottawa	76	77
Windsor	78	75
Toronto	78	75
Queen's	75	75
Waterloo	74	73
Carleton	69.6	69.6
Western	69	69
McMaster	69.2	67.6
Guelph	64	61
Laurentian	63.1	60
Trent	60	57.6
Brock	60	53
Lakehead	52	50

*Refers to list of social science periodicals sent to the universities by ACAP.

The criteria represented in Table 3 are obviously very crude indices of the degree of essential backing for departmental research (since there is no indication of the frequency with which omitted journals need to be used). However, it does seem that Brock, Lakehead, and Trent at least should review their policies respecting periodical holdings, since they are running substantially behind.

The other major "infrastructural" need--computing services--again presented no problems anywhere, and several universities (Western, York, Windsor, Waterloo and Carleton) were more than good, on the "hardware" side at least. The cost of data-sets has been a problem in some departments, but machine time and assistance services are normally not problematic. We did hear some complaints about the arrangements for access to the computer services at Carleton; and we were surprised that Waterloo had not made more distinctive use of the exceptionally advanced facilities available there.

A second, rather different kind of positive finding is that a set of "Hawthorne effects" ensued, simply by virtue of there <u>being</u> an assessment, i.e. things beneficial to departments and the discipline occurred because people knew we would be visiting them and were asking for information, for explanations, and for plans. Therefore, information that had never been collected or processed was gathered; rationales for existing practice, hitherto implicit or not thought through, were spelled out and thereby clarified; and departments were forced to think systematically, too, about their present situation and future prospects. Thus, several librarians remarked that the library census exercise was an invaluable one that they would not otherwise have undertaken. Several departments produced handbooks for graduate students for the first time; or updated existing ones, as well as statements of rules and procedures, or even altered rules and procedures governing, for example, course work requirements, modes of examination, and so forth. (The handbooks produced at Carleton and York seemed to us especially well thought out). Most important, departments had, often for the first time for years, to sit down and write out a statement of their historical development, their present condition, and their future plans. The internal inconsistency of several such statements shows that the real fruits of this exercise will only begin to mature in the months to come. Like most individuals, departments "get by" with piecemeal policies unless obliged to be more systematic. We do not mean that they should be forced to produce integrated "plans" fitting everyone into some Grand Scheme; simply that they need to take stock of their strengths and weaknesses as a collectivity of scholars who, while constituting an educational body may well, nevertheless, be preoccupied with what, understandably, are often highly individual interests. However, no department can do everything well or economically, and there is much to be said for some specification of at least broad main areas of interest. We discuss the problem of specialization below (see section on Western) and here simply observe that a strong orientation to a particular style of graduate work is unusual anyhow in Ontario. Nor do we wish to propose any change of

policy in this matter. The policy of many departments has been to recruit the best persons available, not to recruit in a particular field. Obviously, normally some compromise is needed between these two principles, since "coverage," breadth and balance are educational desiderata as well as specialization, and a very "patchy" department can result if the question of balancing fields of specialization are entirely ignored, especially in a discipline as wide-ranging as sociology.

Suffice it to say that sociology in Ontario graduate schools is healthy and varied. We found no poor Departments at either M.A. or Ph.D. levels. This is one reason why more exchange is possible than currently occurs, for serious differences of quality do not exist. We are also bound to report that we did not find any wildly exciting departments, though distinguished individuals and stimulating teachers are by no means rare. But few departments had much collective identity, to start with, and few, too, "gave off" to their own staff and students, or to us, any sense of intellectual excitement. We believe that the latter is not unconnected with the former, and that without an effective milieu, which means some structuring of that milieu, intellectual interchange, even fire and conflict, just does not happen of its own accord. Rather, one gets atomized grouplets and "institutionalized privacy" (which is always likely owing to the existence of a strong traditional ethos of the lone scholar pursuing knowledge in his own way, come what may, on the one hand, and the individualized reward system of Academe, on the other).

Some departments are on the verge of moving into international rather than national reference systems. In certain cases, we believe that the injection of a dynamic "star" or two would make not simply a quantitative, but a qualitative difference to some departments which are very solid, but fall short still of excitement. Sociology in Ontario has no need to feel second-rate; it is not, even by reference to the top U.S. graduate schools. Significantly, it will not surprise sociologists to discover that this kind of negative identity was encountered more in the older and more distinguished departments than in the younger ones (see section on the University of Toronto below). The majority of the staff in Ontario departments are, indeed, graduates of exactly these U.S. schools. This factor often causes them to be overly demanding, we suspect (see sections on Waterloo and York below; the same phenomenon is markedly present at Western and Toronto).

We found, too commonly, an exaggerated notion of "balance," which effectively makes for a timid eclecticism. Thus whole styles of intellectual approach, e.g. ethnomethodology, Marxism, or "critical" sociology were often thought of as provided for if one proponent of such approaches, or one course devoted to them, was part of the teaching.

Intellectual controversies, of which these are only some of the more obvious examples, ought, however, to permeate all courses, whatever the subject matter, field, or area; there ought not to be an untheoretical (and uncontroversial) "mainline sociology," quite insulated from "critical" activities which go on down a side-line.

An index of this absence of ferment - indeed, of mutual communication - is the weakness of the colloquia programmes - with Carleton and Guelph as the major exceptions. These shortcomings are examined in the sections on each department below. The interesting finding is, however, that they are to be found virtually everywhere, even where money for visiting speakers is reasonably plentiful. As far as visitors are concerned, immediate action ought to be taken to remedy this situation. The "zones" discussed below* (Eastern Ontario, Toronto, and Western Ontario) would form suitable areas within which the expenses of the tours of speakers could be economically financed, and need not involve a speaker in more than two or three talks. Such cooperative activities would bring the departments themselves into contact. Indeed, geography would often permit joining forces (staff and graduate students at least) for joint meetings (if cars are a problem, "bussing" is a not unknown North American educational practice).

Some speakers, even eminent speakers, can by luck and honorific management sometimes be attracted by minimal or nominal fees. University administrations will usually find money for visits by the eminent, and should expect to let chairmen use some of the special funds provided for the support of graduate studies by the province for bringing in outside speakers, eminent or not. There is a very large pool of talent readily at hand within the province itself, which would cost a minimum amount of travelling expenses to circulate. Bringing people in is an essential device for newly-established doctoral programmes, since bringing in outside visitors is a principal means of informing the outside academic world about the programmes and the topics and people involved in them. It is vital also for local graduate faculty and students to present and discuss their own work. This costs nothing, and occurs far too rarely. Far too low priority is given to what ought to be the heart of graduate school: the interchange of research experience and advanced thinking, which inevitably, too, involves controversy. The other side of this coin, we felt, was a far too "pedagogic" or instructional attitude to graduate work, which reflects itself in overloading students with course work and underemphasizing the need to start them off, as early as possible, on their own original research. Various forms of paternalism were encountered which seemed presuppose the "bucket" theory of the mind: that research training involves filling the student up with a given

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* page A-95 General Conclusions

quantum of courses, data, etc. and then carefully measuring how full he is. No one denies that graduate students need training; the issue, rather, concerns the nature of the training. We find it quite understandable how, given this philosophy, graduate course work tends to be protracted until the money runs out. As of now, one might say, the normal Ph.D. graduate student all too often stops where his really creative individual work should begin: with the production of his dissertation. We return to this crucial matter below, in discussing attrition and "incomplete" Ph.D.s, and we wish to draw attention, too, to the observations on "Theory" and "Methods" in the section on Carleton University later.

One helpful factor in developing a departmental shared identity, for at least some of its members, is the presence of multi-person research projects (not necessarily enormously expensive ones). These necessarily involve several faculty and research assistants, and are sources of finance for the latter as well as sources of data for theses. Large-scale projects, in the past, have usually tended to be quantitative, survey projects. They need not be. Extensive tape records of relatively unstructured interviews have been accumulated in one University of Toronto project, for example; and can now be drawn on for a variety of student theses. Nor need programmes of linked pieces of research necessarily all be based on the same methodological style. There are all kinds of difficulties in team research, but it is perfectly possible for survey work (e.g. ecological mapping) to provide a backdrop to more intensive case-studies, community studies, interactionist studies, etc. We were gratified to find, indeed, that--with some exceptions--the "commonsense" (rather traditional) division between quantitative/macro/survey workers and qualitative/micro/interactionists was not, in fact, strongly present at all. We found mathematically-inclined researchers studying interpersonal relations; people trained in opinion-survey methods working on historical documents, etc. More importantly, they were addressing themselves to sociological, not merely technical problems.

Much sociological research is not fieldwork-based at all. Theoretical works are normally written in libraries, or from "first principles." Even much empirically-based work relies on secondary data. Insofar as field work is concerned, it may be either small-scale or large-scale. In the context of large-scale research operations, one kind, in particular, is too important for any department to omit. We regard it as a social responsibility for all departments, as collectivities--not for each and every member of those departments--to carry out research in the local area. The kinds of research may vary widely from building up data banks to studies of specific institutions or milieux and need not necessarily be the department's central concern. Such research, too, should be firmly oriented to sociological issues, i.e. to theoretical problems. There is no reason whatsoever why such issues should not be researched in such a way as to contribute to thinking and action on matters of public importance and concern. It is not impossible

to study scientifically things that are socially important. But there should not be a displacement of goals such that work is undertaken primarily because it is useful to non-sociological interest groups and in their intellectual terms. The distinction between a social problem and a sociological problem needs to be kept firmly in mind. If they can overlap, "congruently," as it were, so much the better. We elaborate on this point precisely because local research tends to become "abstracted empiricism," or practical-administrative, or technical rather than theoretical, and because community pressures, too, are all in these directions. Rather, as we say below (section on University of Waterloo) any live sociology department should "naturally" be carrying out much of its field research in the adjoining region. Economy and convenience alone, as well as social responsibility, recommend this. Social studies, too, can be cumulative, and new ones can be built upon the foundations established by earlier researchers. Local knowledge is readily available, local contracts facilitate entrée, and students from the area have an advantage (despite some counter-disadvantages) of cultural familiarity and usually of "engagement" and motivation to study. (Much research, needless to say, cannot be locally done, e.g. studies of national elites, or exotic cultures, or wide-ranging comparative work.)

We found a surprisingly limited amount of such research, no doubt in part due to the recency of many graduate programmes. In particular, the cultural richness and variety of the city of Toronto, with its enormous expansion and multifarious immigrant communities, seems quite understudied, even taking into account the massive projects carried out by Professor Richmond at York. Here, cooperative relations between York and the University of Toronto--and between sociologists and anthropologists, as well as representatives of other disciplines--are called for.

We strongly urge the discipline group to consider future cooperation with other social sciences, and especially with anthropology, with particular reference to (a) urban ethnography (b) development studies. In the United States, a new focus of research for anthropology has emerged on a greatly enhanced scale in the form of community and ethnic studies, with an emphasis often on social problems of acculturation, underprivilege, and the like (outstanding examples of such studies are Elliot Liebow's Tally's Corner and Ulf Hannerz' Soulside). Such discussions should include, in addition to the delineation of theoretical issues of mutual interest, consideration of cooperation in the study of particular cities or countries where such problems might be studied, with a view towards economies of scale, complementarity, avoidance of either overlap or over-dispersal of resources, and cumulation of findings. Judging by the rather exiguous relations between the two disciplines at present, and allowing for the presence of aspects of anthropology marginal to sociology (physical anthropology, even much archaeology and linguistics), no dramatic development is to be expected. It should not be artificially

forced, but the interests of those who do work across the disciplinary boundaries should be supported and fostered via organized institutional machinery, finance, etc. Nor do we imply that researchers need only study their local community. Torontonians may be interested in rural sociology, and researchers from Kingston or Guelph in the "power elite" or in minority political parties.

Deriving from this issue of community relationship is a wider question. A "community" is not just a local phenomenon. (We speak of "the international community of scholars," for instance.) There is a succession of levels and ranges of community membership and identity. For Canadians, one of the most crucial is the Canadian community.

The "Pure Social Sciences" (not Sociology alone) in Ontario, taken as a set of disciplines, are staffed by a (bare) majority of Canadians--53%. The U.S.A. supplies 25% of the remainder, and the U.K. another 11%. (This compares with 61% of teachers in all disciplines who are Canadians.) As far as sociology graduate students are concerned, we have figures calculated on a different basis, which show, for 1971-72, a majority of Canadians (69.5%). "Landed immigrants" (who include many potential future Canadians) constitute another 14%. Together with the Canadians, they make up 83% of all graduate students.

There are hidden statistical problems, however, about all such figures. We have deliberately refrained from going into the further detail we might have pursued in view of their most outstanding deficiency: they are based on legal definitions of "citizenship." The possession of a passport provides no indication of a person's intellectual orientations, professional or "national." Most senior teachers of today who are Canadian citizens had to study abroad (usually the U.S.A.) because there were insufficient graduate school places in Canada. Some of these people are, in consequence, quite "Americanized," despite their passports. Many of the American academics we met, per contra, seemed to us highly sensitive to the differences between Canadian and U.S. society, partly because they come from another national culture, and partly because many of them have arrived in Canada as a result of their critical stance towards the United States. Such people are often more aware of and interested in inquiring into "the Canadian fact," we found, than many Canadians. In general, then, the current throughput of Canadian students is higher than the proportion of Canadian faculty. Canada was unable to supply enough nationals to staff graduate schools during the university "explosion" of the 1960s. The figures indicate that Ontario now has a graduate school system which will supply substantial numbers of well-trained Canadians in future years. Moreover, about two-thirds of those Canadians studying for their Ph.D.s in the U.S.A. in the years 1964 to 1971 expressed intentions of returning. We believe that the products of Ontario graduate schools will be able to compete on equal terms with candidates from abroad. We also believe that Ontario's sociology graduate schools will be good enough to continue to attract both staff and students from other countries. If they do not, they will not have succeeded.

Nevertheless, Ontarians at present still have to compete with non-Ontarian graduates for teaching positions, and this means that, in reality, the strongest competition - certainly the greatest volume of competition - will come from graduates from U.S. graduate schools (including Canadian graduates of those schools). We are fully aware of arguments in favour of positive discrimination in favour of Canadians* but at present this does not exist. Hence, our comments on the need for increased output of PhDs in the province below do not imply that the existence of vacancies for sociology Ph.Ds necessarily entails that these Ph.Ds will be products of Ontario graduate schools.

On the more 'qualitative' question of the content of Canadian sociology, we found generally that Canadian materials are used largely in proportion to (a) their quantity and availability (b) their quality (see McMaster section below). As Canadian sociology expands and its quality rises - both of which we anticipate will happen - the over-presence of U.S. material will be counterbalanced. Nevertheless, since over 2,000 institutions in the U.S.A. produce sociology, mostly average in quality, much poor, but much also of the very best, and because of historical, geographical and cultural affinities, U.S. sociology will remain influential. In time, we may anticipate that there will be some reverse influence as some Canadian-trained sociologists take up posts in the U.S.A.

We do not feel that this is as major a problem as it has been in the past and as it is still often believed to be. Certainly, it is not to be solved simply by putting on 'Canadian' courses. Courses on 'Canadian Society' have a valuable place, but the way to develop sociological interest in and study of Canada is to raise the quality and range of Canadian sociology.

B. DEPARTMENT-BY-DEPARTMENT FINDINGS

Synopsis of Vignettes

The vignettes of the departments we visited are, as noted above, presented in a sequence which entails highlighting certain problems seriatim rather than repetitively discussing the same issues for every institution. Certain crucial matters do, of course, recur time and again, and are discussed in Part C.

We are aware of the lack of depth in our knowledge of these universities, but we have tried to keep close to documented fact and to the information garnered from personal interviews. If there are errors and unjustified criticisms, we apologize, but we feel it more helpful to be

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* Notably Marjaleena Repo's Who Needs the Ph.D.?, a case study of 190 Ph.D.-level job-seekers at the University of Toronto, Graduate Students' Union, University of Toronto, October 1970.

frank and provocative rather than to mask our impressions behind diplomatic persiflage.

We wish to make clear that we have tried to view systematically the departments in comparative perspective, considering each within the context of the entire range of sociology programmes in the province. This means that where we stress the limitations or lacks of particular departments we do not intend, either directly or indirectly, to recommend that these limitations or lacks should necessarily be remedied at the local departmental level. Our aim is to assess the sociological resources of the province as a whole, which in no sense implies that every department should conform to some ideal model--even if we were presumptuous enough to believe that we held a clear conception of such a model. Comparisons need not be invidious and we have done our best to avoid invidious overtones in those we have drawn or implied.

The Ph.D.-granting departments--Toronto, York, Carleton, McMaster, Waterloo, and Western (prospective)--can be divided into three distinct size classes. Toronto and York are the two largest with 45-50 staff members each, Carleton and Western fall within a 30-40 range, and McMaster and Waterloo have staffs of 15-25. Since size permits a wider diversity of interests and orientations, Toronto and York are the two departments most able to cover the entire field of specialties, sub-areas, and orientations within sociology. Both departments aspire to do this and on the whole do it successfully with some differences of emphasis. Carleton, with a staff of 38 in 1971-72, is almost in the same size class. The stability and long tenure of its senior faculty and associations arising out of its location in Ottawa and nearness to the Quebec border give it a somewhat distinctive character, but on the whole it can be grouped with Toronto and York as a department presenting comprehensive offerings and programmes of study within sociology. The figures for both Carleton and York, it should be noted, include some anthropologists. Western is a large enough department to aspire to broad coverage, but has chosen to opt for fairly intensive--though by no means exclusive--specialization in demography in particular and quantitative research in general--the only department in Ontario to follow such a coherent and systematic plan of development. McMaster and Waterloo are highly individualistic departments, the former favouring in principle humanistic, less quantitative styles of work, the latter embracing in fact a variety of different outlooks without having unambiguously opted, like McMaster, for a laisser-faire approach.

The M.A.-granting department range in size from Guelph and Windsor with faculties of nearly 20, to Lakehead and Brock with 6-8. (The Windsor figure does not include 7 anthropologists within the department.) The others--Queen's, Ottawa, Laurentian and Trent--all fall within a 12-15 size range. Queen's, Laurentian, Lakehead and Brock are just beginning their M.A. programmes and have yet to graduate any students with degrees.

Trent does not intend to initiate its programme for several years. Guelph, Windsor, and Ottawa have been producing M.A.s for at least 3-5 years.

A rough and not entirely adequate classification of the smaller departments might group them into "service" departments, providing courses for occupations practising some forms of "applied" sociology (school-teaching, nursing, police work, etc.) as well as advice and counselling to local community agencies, and "liberal arts" departments, primarily concerned with general education. Lakehead, Laurentian and Ottawa fall, with varying degrees of qualification necessary in the case of each, into the "service" group. Trent and Queen's can, with less qualification, be classed as "liberal arts" Departments, an outlook that is most explicit in the case of Trent. Brock, Windsor, and Guelph share characteristics of both types. Brock in particular aspires to play both a service and a general educational role as a matter of clearly articulated policy.

The range of styles of work in the Ontario departments is wide. No department is so narrowly specialized as to exclude all but a single dominant style or sub-area of sociology, or service activity in the local community. Looking at departments rather than at the greater heterogeneity of the individuals distributed among them, one can nevertheless detect fairly striking contrasts.

Among the larger departments, the Western emphasis on demography and quantitative research stands at one pole in providing a definite and coherent focus, while McMaster's humanistic and laisser-faire style is at the opposite pole. On a theory-empirical research scale, Western again stands at one pole in stressing large-scale research projects and - though not exclusively - theory linked to research methodology. None of the other large departments can be regarded as predominantly theoretical or eschewing all empirical research or applied work, although Trent among the smaller departments comes closest to this description. All of the large departments, as well as Trent, Queen's, Laurentian, and Ottawa, contain European-style scholar-theorists, many of them in fact European in origin. Several of the smaller departments, however, are thin in their theoretical offerings and newer approaches - ethnomethodology, phenomenology, neo-Marxism - tend to be concentrated at the larger universities, with York appearing particularly strong in this respect.

We found less factionalism, particularly factionalism resulting from Canadian nationalist feeling against the influx of non-Canadian sociologists during the period of rapid expansion, than we had anticipated, although it appeared to be a marginal issue in several departments. Tensions between Europeans and Canadians (or North Americans) were more evident, e.g. at Ottawa and Queen's, than Canadian-American differences. Toronto, Ottawa, Queen's, Windsor, and Waterloo were the departments in which factionalism, whatever its source, was perceived - whether by staff or by students - as a problem lowering morale and posing obstacles to future planning. It appears to have played a more salient role in hampering the development of the three M.A.-granting departments (Ottawa, Queen's, Windsor).

INSTITUTIONS AWARDING OR PROPOSING TO AWARD THE PH.D.

MCMASTER UNIVERSITY

McMaster University began work in sociology at Ph.D. level in September 1967, but it had been engaged in M.A. level work for several years before that. The following numbers of M.A.s have been awarded:

1967/8	1968/9	1969/70	1970/71	1971/2
9	14	13	17	15

So far, 2 Ph.D.s have graduated, though several Ph.D. students are now at the point of reaching the end (one after the close of the 1971-72 academic year) of their dissertation writing. This modest rate of output is not to be explained simply by lack of financial support, for the majority of McMaster graduate school members have had either Ontario Graduate Fellowships or major scholarships (above $2,000):

	1967/8	1968/9	1969/70	1970/71	1971/2
Canada Council	-	-	2	3	5
OGF	8	6	13	9	20
Other Major	6	19	19	23	18
Other* (minor)	-	3	7	5	3
Total	14	28	41	40	46

*Mainly Teaching Assistantships

It is McMaster policy to require candidates to stay in residence until they finish their degrees, with guaranteed support, for a maximum period, until recently, of six years, but at present for 4 1/2 years. This continuing support in the later years, depends upon remuneration for Teaching Assistantship services. As elsewhere, such levels of remuneration are not only modest, but also demanding of the time of the graduate student. Three hours per week was the normal teaching load last year for T.A.s, with groups of students as large as 60 in size. Graduate students insist that the work of preparation, marking, and counselling students generates an "extra-classroom" teaching load of some three hours for every actual "classroom" teaching hour, i.e. that four hours of work are entailed in tutoring a group for one hour in the classroom. The normal load last year was four such groups; hence T.A.s had, they say, some 16 hours of teaching work to do. This is to be reduced next year to 3 classroom hours (which graduate students claim is still very high). Prima facie, over 10 hours of teaching per week is a serious inroad on time available for the main commitment of the student--his own postgraduate course work, reading and writing.

It should be said, of course, that the motivation of the Department--to provide financial support so as to enable students to complete their

degrees - is an excellent one. It would seem that the attempt to overcome the more common phenomenon of Ph.D. candidates not completing their dissertations because they take jobs as ABDs in order to earn higher salaries is avoided by providing 6-year support. The cost, however, may be one of high and unchanging drop-out rates rather than "slow" attrition rates of long-delayed, incomplete Ph.Ds.

It is important to note, from the point of view of morale that this rationale - the attempt to ensure that postgraduate degrees get completed - is not the rationale perceived by the sociology graduate students we saw. They saw it as an imposition of a policy generated by the University (rather than the Department) to cater to natural science graduates so as to protract the period of postgraduate residence at a time when few jobs were available. Whatever the validity of such an interpretation, the upshot is that sociology graduate students tend to see this policy as one imposed on social scientists by other disciplines. The matter should obviously be clarified, presumably by means of discussion of the rationale of the 6-year rule as between Departmental staff, representatives of the Administration, and the students themselves. If not, what is perceived as generosity, support for graduate students, and concern for academic performance (completion) by the Staff and Administration may be interpreted as imposed and irrelevant uniformity by students. The potential for conflict, and the likelihood of polarization in a period of tightening resources is obvious.

The Ph.D. programme has only been running for four years. If the rate of M.A. "production" were a model of expectable Ph.D. production, the prospects would be good, for the record of completion of M.A.s is excellent. But it would be rash to assume that Ph.D. output will resemble M.A.'s. Even with the 6-year support strategy, one year is taken up by the M.A., two by course work followed by the year of comprehensive examinations for the Ph.D. By this time, the student has three years in which to finish his Ph.D., with support, but meantime is facing an even more burdensome relative deprivation vis-à-vis his fellows who have gone into employment outside academia, usually accentuated by the likely acquisition of family responsibilities during this quite lengthy period. It is therefore possible that a very sizeable drop-out rate will continue.

The Department is quite aware of this problem. Like others in the Province, it has been simultaneously wrestling with a rapid expansion of demand for sociology at the undergraduate level. 3,961 "student courses" were given in the academic year 1971/2 (including summer 1971); the total faculty was 16 in 1970/71 and 22 in 1971/2 (plus one part-timer in the latter year). Failure rates, we were told, have in the past been high though recent changes are reflected in greatly improved performances. The coordination of tutoring with lectures, the standardization of marking (particularly as between "sections" of "mass" introductory courses, rather than within sections), and the difficulty of evaluating the performance of undergraduates with whom contact was limited, were all issues which, though "undergraduate" matters from one point of view, were clearly

matters of considerable anxiety to T.A.s and thus of considerable relevance for their peace of mind and hence for their own performance as graduate students engaged in course work and the writing of dissertations.

Steady improvement at this level, in an era of "mass" demand, cannot be left out of my evaluation of postgraduate performance. When first-year introductory sociology enrolments have been of the order of 1,500, the demands on full-time faculty and on T.A.s alike is great, and eats into the limited number of man-hours per week from which graduate teaching effort has also to be met. Pressure to meet this undergraduate demand from Administrations is understandable, since University income is tied to numbers taught. The academic desirability of offering courses to people who - though they have no intention of becoming professional sociologists - wish to improve their capacity to think clearly about social matters, is perhaps more salient in the minds of teachers. The outcome of these joint pressures is very large intakes. Sections in first-year Introductory Sociology last year were of the order of 400 each.

With such pressure at both undergraduate and graduate school levels, it is not surprising that lags in the supply of additional teachers occur. It is difficult enough to integrate numbers of new faculty smoothly into an ongoing, fairly stable Department; far more so, with the rate of growth of both staff and students in this Department in recent years. Even so, it would seem that the rate of growth of faculty should have been, and still needs to be, higher. Members of faculty offered us the calculation that the Department was understaffed by as many as 14 persons, and we understood that official university calculations were slightly higher (16). Even if these estimates are widely exaggerated (and we do not feel it our task to enter into detailed estimates of a problem largely generated at the undergraduate level), and even if one were to discount such calculations by as much as 50%, the shortfall is such as to result in a serious extra demand on the services of those who are in post, and in consequence, detracts from adequate input into graduate work.

One partial explanation offered for this apparent under-provision was the desire to maintain high standards in hiring. The good qualifications of the existing staff are evidence of that. A less positive suggestion proffered by some faculty members was that the Department was simply not recognized sufficiently as having such a serious shortage of staff whereas other departments were. We are not charged with looking at other departments, but plainly the matter requires attention by other appropriate bodies (a) insofar as if it is true, remedial action would be called for; (b) it is certainly believed to be the case (and seems to be so), and hence is a source of frustration in an otherwise energetic Department.

Certainly McMaster sociology graduate T.A.s - even given the problem of whether those we saw are representative, even given the quite normal expression of multiple problems felt by graduate students everywhere, and

even given the usual level of complaint about teaching loads in particular - expressed with special force their distress about teaching loads to an extent not encountered in other universities where the graduate students were by no means content on this issue.

The Department

The McMaster Department of Sociology gives the impression of standing at almost the opposite pole from the Western Department. It is an assertively "hang-loose" Department, sympathetic towards diversity of interests and outlooks, encouraging its members to "do their own thing" rather than to coordinate their work with or subordinate it to the demands of a systematic programme. Most of the members of the Department, particularly the younger members, are primarily individual-style researchers and scholars committed to qualitative, "natural field" styles of research rather than to the application of quantitative, highly technical expertise in large-scale cooperative research projects. In this respect McMaster is almost unique among sociology departments in Ontario, although people with similar outlooks are to be found in the two largest departments, Toronto and York, and among the smaller departments, Trent, and to a lesser degree, Queen's in some ways resemble McMaster.

McMaster is, except for Waterloo, the smallest of the departments offering the Ph.D. (and smaller than Western) and perhaps on the whole, its members do not have publication records quite as impressive as the run of records in the other major Departments. Yet the style of the Department is attractive; here, more than elsewhere, the special fields announced (though adequately manned) pass into one another without a break. The Department aims to produce "humane" generalists - people who will be suited primarily for academic careers - rather than narrow specialists, however efficient, who might more readily turn to professional employment outside the universities; and the Department, in interests, organization, planning, and behaviour, seems better adapted to achieving this aim than any other department. The McMaster Department, in fact, is the most vigorous and convincing counterexample to any suggestion that it would be easy and profitable to divide up graduate work in sociology by special fields, and require each university to confine itself to a small number of these fields.

We encountered stronger objections at McMaster to the ACAP request for a statement of the Department's specialties and the division of the faculty members' time according to "core elements," and indeed - especially from the students - to the idea of the Sociology Discipline Assessment itself, than at any other university, although Queen's in its written presentation and several other departments in interviews also objected to the "core elements" in similar terms. If a sociologist-intellectual might find himself a bit out of place at Western, a "hard-nosed" quantitative empiricist might feel equally out of place at McMaster, although the Department expressed interest in strengthening its staff in the area

of "quantitative methodology," which at present Ph.D. students are able to bypass altogether at the discretion of their supervisory committees.

The differences between McMaster and Western are partly at the level of "image" and the "self-presentation" of the two departments. Exceptions to the dominant style of work exist in both. Superficially, the McMaster Department approximates a benign state of anarchy - benign, because the esprit de corps in the Department is impressively high (at least among faculty) and the tensions and factionalism found in some other departments in the province in roughly the same size range (15-25 full-time faculty) are apparently lacking. The McMaster Department contains several senior faculty members who have been at the university for a long time and have presided over the Department's recent rapid growth. Moreover, several of them are native Canadians. As at Carleton, their presence has been a stabilizing force and the anomie, both among junior faculty and students, so often found in rapidly growing departments was much less evident at McMaster despite the diversity of interests and backgrounds of the junior faculty.

McMaster was occasionally described by sociologists at other Ontario universities as a "radical" Department. There are indeed a number of young faculty members there who have links with so-called "radical sociology" in the United States, several Canadians with a strongly left-wing nationalist outlook, an active supporter of Women's Liberation, and several people with strong interest in "Third World" politics. The scholarly and research interests of these faculty members reflect their political and ideological outlooks - quite properly and even desirably so in our own view. So do the titles of several Ph.D. dissertations in progress: "The Quest for Total Freedom," "The Origin and Transformation of the Counter Culture in North America," "Conceptions of Alienation: The Views of Marx and Mead," "Dialectics and the Welfare State," and others. But the characterization of the Department as "radical" is by no means an entirely accurate one. Nor does the Department see itself as "radical." The Department contains a senior member who is that rare creature in sociology - an articulate conservative theorist. Outlooks ranging from traditional democratic socialism, related to an interest in labour unions and the industrial working class that is highly appropriate in the Hamilton setting to various brands of political, cultural, and theoretical "New Leftism" are represented within the Department.

Another probable reason for the perception of the McMaster Department as "radical" is its declared interest in offering "critical social theory" as an area of concentration in graduate study. This label has been widely used to designate the Hegelian-Marxist philosophy and sociology of the Frankfurt School, whose best-known and most influential spokesman in North America has been Herbert Marcuse. In recent years it has become popular and even fashionable among younger politically activist sociologists in the United States. In the Department's statement on "Plans for Future Growth" submitted to the Assessment Group and signed by the chairman, it is conceded that "the

meaning of the term [critical social theory] is by no means something upon which there is universal agreement." Later it is asserted that "By and large sociology has begun to bifurcate into two directions: scientific neutralism and political activism. In fact in some departments critical theory means the latter. Whether or not this bifurcation is valid will be one of the key issues in this area. This may also be stated by means of the question of whether there can be sociological theory which is both critical (i.e. evaluative) and theoretical (i.e. not a commitment to a program or doctrine of a political party)."

If the label "critical social theory" is indeed so vague and is often identified with "political activism," this would seem to be a very good reason for not selecting it to describe an area of specialization in graduate study. A department that appears to institutionalize in its graduate programme "a commitment to a program or doctrine of a political party" - even if the appearance does not reflect the reality - is surely not necessary or desirable in Ontario, or elsewhere, although it is certainly highly desirable that students interested in sociological theory should be exposed to Marxist and neo-Marxist theories and have an opportunity to write dissertations influenced by them.

The vagueness and ambiguity of the term were certainly underlined in our meeting with the faculty members involved in the "critical theory" programme. Several insisted that the aim of the programme was to try to overcome, or to synthesize, the "bifurcation" of sociology referred to in the submitted statement, although this is by no means clear from a literal reading of the statement. One senior faculty member explained that he had originally chosen the label "critical theory," not at all with Marcuse or the Frankfurt School in mind, but simply in order to differentiate an approach to theory concentrating on the actual content of sociological ideas as they have envolved in modern history, from formalistic efforts at "theory construction," "model-building," and so-called "axiomatic" theory. The latter type of theory is certainly better represented among Ontario universities than the former and if this is what the label "critical theory" is really taken to mean at McMaster, then the programme itself is altogether praiseworthy whatever the ambiguities of the label. But other faculty members appeared to question this interpretation. One took "critical social theory" to mean an effort to build a distinctive Canadian approach to sociology untainted by "universalistic" American models. Another expressed the conviction that the label should indeed be interpreted as indicating a major concern with the theorizing of the Frankfurt School.

These uncertainties might be dispelled, and the appearance of institutionalizing a "Left-Wing" Utopian sociology avoided, if a different label were chosen, one that nevertheless clearly differentiated the McMaster approach from ahistorical natural science approaches to theory. Perhaps "Sociological Theory: Its Development in History," or "Social Thought and the Sociology of Knowledge," would be acceptable alternatives. What is needed is a label that matches the suggestive breadth of a

congruent new area of specialization offered by the Department for which the name "Individual and Society" has been adopted. This label lacks the restrictive implications of "critical social theory," suggests a substantive rather than a methodological, or "science-building," approach to a traditional area of sociological inquiry, and, implicitly at least, adequately differentiates theoretical concern and an interest in "naturalistic" rather than experimental research designs from "social psychology" narrowly conceived - as it so often is.

The other areas of specialization offered by the Department, presented when it was first appraised for Ph.D. work in 1967, are social stratification, complex organizations, and race and ethnic relations. The Department contains competent members who have done research both in Canada and abroad in all of these fields. In accordance with the Departmental style of favouring broad and individualistic approaches in sociology, some opposition was expressed to the allegedly too narrow specialization requirements imposed by the appraisal procedure. In all of the areas of specialization the Department stresses a broadly comparative approach. It includes people with area interests in Latin America and South Africa and has established promising ties with Eastern European countries, in particular with Hungary.

Directions of Development in Graduate Studies

The ACAP Discipline Group distinguishes four "core elements" with sociology: strategies of enquiry, social organization and social change, interpersonal relations, and social ecology and demography. These divisions are sometimes criticized as being too general. At McMaster, the feeling seemed to be that such generality was much more desirable than its opposite - overspecificity of areas within sociology. There was vigorous criticism of what was said to be a policy on the part of the Appraisals Committee, that of operating in terms of very specifically designated fields in which Departments might or might not be recognized as possessing competence to teach at Ph.D. level. It was felt by some that the four broad "core elements" were rightly originally conceived of as very general fields in the minds of ACAP, and that departments should be allowed to train Ph.D. students within such general fields, rather than being restricted to more limited areas within such fields, thus a department should, they suggest, be "licensed" to teach the core element, "strategies of enquiry," rather than, say, the more limited theme or topic, "critical sociology," within that core element. Thus, McMaster's "areas of specialization," in their initial proposal for Ph.D. work (1967), were not any one of the "core elements," but the "specific" areas of complex organization, social stratification and racial and ethnic relations. The more limited form of licensing, of course, precludes other kinds of "strategies of enquiry" than the one specified. We cannot pronounce as to how this "specification" of areas by the Appraisals Committee has, in fact, been conducted. But it clearly seems to operate, and, prima facie, runs counter to the conception of broad "core elements." (The conception of "core elements" itself, as we note elsewhere, strikes us as unduly restrictive.)

The second aspect of the "core element" conception is that these areas can be thought of as complementary, i.e. that a balanced large and differentiated department ideally ought to have strength in all these spheres, and that students therefore would at least have the opportunity, or might even be required, to expose themselves to the principal "domains," schools, styles or approaches, in a word, to the main "varieties" of sociology. This would prevent narrow specialization and the fragmentation of the discipline.

Such a conception by no means commands universal assent. There are those who regard one or other of those "core elements" as either an area in which they happen to have little interest, or, at worst, not to be sociology at all as they conceive of it. Thus two commonly encountered views are the strong positive or negative evaluation of social ecology and demography (and of quantitative, survey methods) as being either "truly scientific" or "sub-sociological positivism" respectively, and the (often-related) evaluations of the core element "interpersonal relations," as being either the only truly "meaningful" sociology or as "warm feelings," respectively.

At McMaster, the main thrust of past work has been in the "mainstream" areas of societal, large-scale, structural and institutional studies. Leading members of the Department have studied migration and resettlement in Canada and other countries, urban networks, urban renewal, occupational mobility, professions, higher-educational motivations, political behaviour and so forth.

This work tends to be, as the Department points out, "macro-oriented," even if the population under study may not necessarily be very large. It is not, however, normally "survey" work in, say, the tradition of epidemiological or population studies which use large national samples. The greatest strength of the Department therefore falls under the core element "social organization and social change," and, of course, "strategies of enquiry." The Department is less oriented to social demography and ecology, or to quantitative methods of enquiry. They have adequacy, in terms of the ability to teach and supervise graduates who need and use such techniques, but themselves make no claim to be "stellar" in quantitative methodology.

One other style of work, fine-grained, usually phenomenological, interactionism, is likewise not strongly emphasized. Typically, there is a focus, even under the rubric of "interpersonal relations," on the "individual-in-mass-society" theme, on the one hand, and on the relationship of individuals to organizations and groups, large scale bureaucracies, collective behaviour, etc., and so upon "natural" rather than "laboratory" small groups, on the other.

There is no reason to counsel any alteration in these broad strategic emphases. Other universities have other and complementary strategies, and a strong emphasis upon classical societal and institutional studies

is laudable. This staff orientation is also reflected in the titles of student Ph.D. and M.A. dissertations, which include theoretical discussions of Marx, Mead, Durkheim et al; as well as analyses of bureaucracies, the "Welfare State," economic power, and political organizations; class, ethnicity, the family, juvenile delinquency, suicide, religious groups, education, women, occupations, ideologies, populism, etc., etc.

In 1967, the Department itself, as we have seen, summed up the broad main thrusts of its future work under three headings: complex organization, social stratification, and ethnic relations. It now intends to add "critical social thought" as a fourth area. The spelling-out of the content of courses in this field, and the listing of available teaching personnel, seems impressive to us, though it is the "appraisals" teams which are the relevant bodies to decide that, and the reliability of our impressions is necessarily limited by the brevity of our visits and the available documentation.

We note, however, that there is a quite visible variation in different parts of the McMaster document on just what, over and above critical theory, are intended as future specializations. The Department would, we think, agree with us that, as with most other institutions, they have hardly had time to sit down and reflect on future policy in recent years, and that the advent of our team obliged them to do so at a point in time at which they had not fully thought the future through (with a number of new members of faculty to consult also). Thus the "sociology of urban areas," "social and economic development" and the "individual and society" are mentioned as new areas of specialization. In the first of these, the Department already has an impressive record; in the last, it might well come to cultivate approaches to "interpersonal relations" of the kinds mentioned above ("mass society," the individual and the group/organizations, collective behaviour, etc.) left "available" by more symbolic interactionist and ethnomethodological approaches, but this would clearly entail strengthening the staff even so, as the Departmental planning document admits.

The tentative nature of expressed intentions about the future is more evident in the plans for graduate work in "social and economic development." Here (Document B.1.d.), the existing urban sociology strength, mentioned on p. 13 under "sociology of urban areas," but <u>not</u> under "socio-economic development" (pp. 13-14), would seem a possible direction of research growth in extra-Canadian studies. We say this simply because the emphasis in the description of the planning of "development" studies mentions only intra-Canadian regional disparities and the extra-societal pressures of international entities, but omits to mention the Department's "urban" strength. In short, such plans appear to be inconsistent and little thought-through. It may be that there is considerable potential, but the claim that there is "unanticipated internal staff strength in this field" remains to be clarified. The claim to possess "perhaps unique expertise" in the study of Third World and European cities has yet to be validated, though the expertise in North American urban studies is obvious enough. The lack of awareness of such strength, in any case, scarcely

suggests that development studies have been self-evidently prominent (possibly because much of this strength may lie in recent additions to the staff). To put it simply, there is no doubt potential, but it is some distance from being translated into a functioning nucleus of "development"-oriented teachers and graduate students with a worked-out set of interests.

We conclude with some particular, rather than general matters. As with most Departments, the provision of an exciting intellectual climate for graduate students, in terms of seminars or colloquia, needs attention. We deal with this in our general observations, since it is an almost universal problem, but McMaster needs not so much to take cognizance of the problem (for it is recognized) as to take action about it. Some graduate students also expressed the view that staff ought to counsel students, both when they were contemplating entering graduate school and throughout their graduate years, much more frankly and informatively about employment possibilities, as this might strongly affect both the choices of courses selected for study and their whole "career-strategy."

Finally, the universal problem of requirements versus free choice. At McMaster, liberalism seems triumphant. The undergraduate and graduate student alike is very free to select his courses. He is required to take examinations, which, at Ph.D. level, for instance, include both Theory and Methods examinations as obligatory papers. Quite a number of staff and graduate students were of the opinion that this permissiveness made it too possible for a student to omit quite important types of theoretical orientation and of methods/techniques, and that some built-in "steering" was called for to ensure that quite central schools of thought and, in particular, technical skills (notably quantitative) could not be so readily evaded. Needless to say, these opinions were not universally shared.

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UNIVERSITY OF TORONTO

The Department of Sociology in the University of Toronto is, in the words of its own brief on future development (Document, B.1.d., p.3), "the oldest and largest graduate department in Canada and has produced more Ph.Ds than any other department." It "attracts students from other parts of Canada and from abroad. For students from many universities without doctoral programs, the University of Toronto has been regarded as the place for the highest level of training" (p.1). "Recruitment of faculty is in the majority from Harvard, Berkeley, and Columbia" (p.2). Finally, "University of Toronto Ph.Ds and ABDs are employed in a wide range of Ontario and other Canadian Universities" (p.1).

This distinguished and pre-eminent position is, naturally, not so absolute in an era which has seen the rise of many other universities. A less obvious problem derives, paradoxically, precisely from Toronto's hitherto unrivalled hegemony (within Ontario), and is a problem which less reputed Departments do not face. This is the sense of "relative deprivation" experienced by Canadian students of the highest calibre but whose standards of excellence are modelled on the leading U.S. graduate schools. Such models are naturally communicated to them directly via staff who themselves have graduated in these schools, and, more diffusely, as part of the whole "branch plant" relationship of Canadian academia to U.S. universities. Thus 32 out of 37 members of full-time staff as of 1970/71 held their Ph.Ds mainly from such U.S. universities.

Such a relationship is not unusual. But for the historically leading Ontario university it means that their students measure themselves against these reference-institutions. Hence the simple notion that one might expect to find a sense of doubt about the reputational status (and even "market value") of a postgraduate qualification from a small department in a new university, but that such doubts would be absent in a university such as Toronto, are quite falsified by our experience of discussions with both graduate students and staff at Toronto. The staff are not preoccupied with worries about their standing vis-à-vis the U.S.A., and some of them feel that Toronto's traditional eminence is secure for the present or even for the near future. But there is a sense of uncertainty on two other scores: one deriving from the rapid expansion of the department, and the other from the competition of several at least of the new Ph.D.-awarding universities. Graduate students, on the other hand, are very conscious of what they suspect to be a second-class status vis-à-vis the top American schools. At worst, they feel they have not "made it," since they are not in such schools.

A second consequence of the University's historical eminence as a "prestige" university, as likely to produce low morale as is consciousness of belonging to a "lower status" institution for students in other universities, is the phenomenon, noted in studies of elite secondary

schools,* of what may be termed "immanent degradation," i.e. the realization of entrants accustomed to being at the top of their respective classes that they are now competing with peers of just such high-performance background themselves, and that some of them, in competitive-evaluation situations, must, for the first time in their lives, expect to end up in the lower reaches instead of among the "stars."

As the Toronto Department's "Future Development" document (B.1.d.) also points out, "a period of higher production of Ph.D.s is now beginning. From an average of one a year in the mid-60's, the number of Ph.D. degrees awarded climbed to 3 and 4 in 1969-70 and 1970-71 respectively. It is expected that 7 Ph.D.s will be awarded in the Spring or Fall of 1972" (p.1). These are no doubt gratifying figures, but the achievement is placed in different perspective when measured against numbers enrolled, extent of drop-out, and numbers leaving as "ABDs" (nearly all going into employment, mainly as university teachers, in recent years, including a very few who left as ABDs, but did not immediately find employment):

Ph.D. Students Enrolled and Degrees Granted at Toronto

		1967/8	1968/9	1969/70	1970/1	1971/2
Ph.D. Candidates	F.T.	24	37	46	54	54
	P.T.	10	16	15	23	31
	Total	34	53	61	77	85
Degrees Awarded		1	7	3	4	3
Dropped Out		4	1	3	5	1
ABDs		10	8	1	10	19

The successful "throughput" of Ph.D.s is thus not great, even if the absolute numbers awarded make up most of the Province's total, and even if other Departments equally produce few. In this sense, Toronto is no better--or worse--than other Departments. The newer Ph.D.-awarding institutions, of course, can claim that they expect to be more productive, i.e. with less attrition and delay. As noted elsewhere, we think they are overly sanguine. Toronto is unfortunate in that it has a history that can be evaluated: it is not one of unqualified achievement.

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* See Colin Lacey, Hightown Grammar: Manchester University Press, 1970, Chapters 4 and 5.

There is one almost predictable source of such shortcomings--what, for Oxford and Cambridge, has been called their sense of their own "ineffable superiority." The view was forthrightly expressed by some senior staff that Toronto had to make its graduate students--but particularly its incoming graduate students--undergo a lengthy training period of course work plus comprehensive examinations, because they could not be confident that the undergraduate training entrants to graduate school had received at other institutions had been adequate. Hence a protracted period of "instructional" graduate work was needed, on two scores: firstly, to assure the staff that the new entrants were intellectually competent secondly, to ensure that they were exposed to adequate teaching programmes appropriate to embarking upon, ultimately, the Ph.D. dissertation.

We regard this as an understandable mistrust of the yet-to-be demonstrated quality of newer institutions. We do not regard it as justified. In part, this may simply be an academic equivalent of the aristocrat's disdain for the parvenu. But it is an unjustified disdain: it reflects the lack of communication between the departments of sociology in the different Ontario universities that is a common and lamentable shortcoming for which all the departments in Ontario, taken together, must bear the responsibility, not just the older departments.

To be fair, the Toronto Department does claim flourishing relationships with certain other universities which lack their own Ph.D. programmes (notably Windsor and Western Ontario), and which "feed" able M.A. graduates to Toronto for Ph.D. work. We did find vestigial remains of the belief that only University of Toronto products were adequately educated, but such views were rare. In any case, such is the size of the graduate school that it cannot be supplied from an undergraduate base which may encompass 5,368 sociology "student courses," but only eventuates in about 50 students concentrating in sociology in years 3 and 4 of the undergraduate course. Nor did we find that there was any policy of favouring University of Toronto products. Thus, 44 out of the graduate population of 153 in 1971-72 were of "landed immigrant" or "student visa" immigration status. Put another way (lest it seems that Toronto is insensitive to its own nationals' needs), two-thirds to three-quarters of graduate students have been Canadians, and nearly half of the graduate student body is composed of Ontarians.

We do not believe that there are any departments of sociology in Ontario producing B.A. graduates who leave their universities labelled as being of high attainment on the basis of dubious "internal" evaluations. This still leaves graduate schools with the normal problem of selection: these, we suggest, should be based primarily upon evaluation of the student, not upon stereotypes about the institution. Indeed, in such a relatively small-scale universe as the university system of Ontario or even of Canada, it is not difficult for admissions committees to find out for themselves fairly rapidly just what the content of a B.A. or M.A. at the University of X signifies. To the extent that this is problematic, then additional communication of information needs to be established either by the profession (e.g. by the Canadian Sociology and Anthropology Association, or its Ontario

membership), or by the sociology discipline group of ACAP, or by the combined Departments of Sociology. What is quite unforgivable is the perpetuation of stereotyped and historically-outmoded hierarchies of prestige.

We found only small evidence of this at Toronto. In many ways, indeed, the problems encountered there are so common to all Ontario universities, and of such an order of magnitude and speed of emergence, that historical patterns have been quite disrupted. In this sense, Toronto faces as new a situation as any new university. It is part of a higher-education explosion, "internally," insofar as numbers of students have grown universally, and it is now much more visibly part of a network of universities, with much more common accountability to superior academic and governmental bodies than previously, and has, at the same time, to work at maintaining a reputation based on past achievement in the face of competition from energetic newcomers.

Like most other departments, Toronto is only at the beginnings of coming to terms with these consequences of the expansion of the 1960s, whether the departments be old or new. Like most senior departments (or persons!), there is a tendency to complacency and a degree of confidence about the future that does not strike the outsider as being so self-evidently justified. Thus it seems premature for the department to describe itself as it does in one document, as "avant-garde." It may become so. What it can claim is that it is large and diversified. A department of this size ought to be able to provide the graduate student with high-level supervision and teaching in any of the main areas, substantive or analytical, of sociology. Toronto is probably more able to claim to provide such "coverage" in terms of its capacity to handle such "substantive" or "institutional" areas as the family, medical sociology, deviance and interpersonal relations, urban sociology, and so on. In terms of differential approaches to these fields by different theoretical schools, it is not omnicompetent, at least in comparison to departments which attempt nothing like the breadth of coverage available at Toronto, but which, conversely, sometimes go deeper on a narrower front. (A danger to be contemplated is of being reasonably good on most things, but distinguished in none.)

Certain lacks have already been sensed within the department, which feels the need for strengthening in quantitative methodology, social psychology (small-group experimental, ethnomethodological), collective behaviour, and environmental studies. As we have noted for McMaster, the Toronto documents on future planning reflect the absence of a clearly thought-out strategy, since different sets of plans and priorities are presented in different parts of different documents. Thus, in another place in the planning documents, "critical" sociology, ethnomethodology, and "dependency" (economic imperialism) approaches to the study of development are alluded to as future lines of development; in yet another place, a whole collection of topics and themes so wide as to defy categorization.

Weak or patchy contact with other academic entities is not confined to extra-university relations. We were of the impression that contacts with such bodies, on campus, as the Centre for Urban and Community Studies, the Addiction Research Foundation or the Centre for Criminology, were mainly at senior-faculty level, though closer involvement with research in Medical Sociology did entail graduate student participation. The constitution and aims of such specialized institutes and research centres often do not readily lend themselves to ongoing interchange with academic teaching departments, but we feel that such relationships could be given more attention. Further, contact with regular academic departments, of great repute, inside the University, seem to be thinner than they ought to be, notably with Political Economy, an unfortunate thing to note for a department in which Professor S. D. Clark's contributions to the study of the political, economic, and religious dimensions of Canadian society have been so notable. On the other hand, we note fruitful relations with the sizeable department devoted to social science in the university medical school.

The department, too, is conscious that for some students at least, the existence of large-scale research projects is an asset, since graduate students can be attached to such projects (e.g. use them as sources of data for secondary analysis, for dissertation material, as well, possibly, as sources of finance for research). Since such projects are costly in terms of staff effort they need, however, to be carefully designed, and not merely instituted, either, primarily instrumentally as means of attracting grants, but as intellectually-creative <u>research</u> projects of intrinsic academic significance. Theoretically uninformed "number-crunching" is, of course, not graduate sociology work at all. Such projects, indeed, as in the case of in-depth interview material collected by staff at Toronto, can provide data for intensive "small group" research, and not extensive survey research alone.

Inadequate provision for colloquia, both with internal staff and graduate student and visiting speakers, attended by <u>both</u> staff and graduate students, were voiced as complaints by Toronto students as by students elsewhere. There were, in fact, 11 visiting speakers in 1971-72, although several of these were apparently candidates for appointments in the department. More recently, the department has conducted a seminar on "Social Change in Contemporary Quebec" which has brought 12 Quebec scholars to the campus--an altogether praiseworthy venture in view of the importance we have attached elsewhere to encouraging closer anglophone-francophone relations in sociology. The department is also conducting a seminar series on Methodologies which will bring 5 outstanding scholars from outside to the campus for two-day visits. If such ventures are not undertaken, staff-student interchange diminishes to interpersonal contacts; no sense of the department develops, but, at best, a dichotomy between "staff" and "students," and sets of groupings with little connection, and the more real likelihood of parochial factionalism, even rivalry. At a higher level, the danger of "civil" or even "incivil inattention," to use Goffman's terminology, between institutions exists. It would seem desirable to strengthen not only inter-departmental relationships, at the level of graduate-study interchange, but also at a

city level at least, since York University is already sizeable, and also with other nearby Western and Southern Ontario universities.

The problems of drop-out, attrition, etc., as we note repeatedly, often stem largely from factors outside the control of departments - notably governmental financing policies and the tensions inherent in the "marginal" situation of the graduate student. But departments do have considerable purchase over, and responsibility for, what happens to graduate students over and above these sources of difficulty.

One of these is the degree to which students are supportively hastened along the road to independent research. In Toronto, the tradition seems to be, as elsewhere, quite other than supportive. The majority of M.A. students take this degree by course work. Realistically, many M.A. students are not capable of, or will not for whatever reason, go on to earn Ph.Ds and it is often a heavy drain on faculty time and energy to be obliged to supervise their theses. Yet there are other students who should be encouraged to develop their research powers by doing M.A.s by thesis, often as a springboard to Ph.D. level work. Moreover, we were informed that whereas it was quite recently normal for Ph.D. comprehensives to be taken at the end of the first year of the Ph.D., now - partly in response to student demand for flexibility - some at least of the comprehensives, more often than not, get delayed until the fall of the third graduate year. Then thesis proposals begin to get formulated. Indeed, the Graduate Students' Manual, 1972-3, states, on page 4, that "before October 31st of the second year of residence," a formal thesis proposal must be submitted, and (p.3) that "examinations must be taken at least for the first time, not later than the beginning of the third year of the Ph.D. programme."

Graduates can thus enter the third year of a Ph.D. programme with incomplete comprehensives which may themselves lead to re-examination; and apparently, not uncommonly, re-examined more than once. Such a situation is intolerable. It is by no means unusual in Ontario. It means that the student who, as is normal - even for those awarded the most favourable types of grant - receives only three years' financial support, his support is quite likely to carry him through one year's M.A. programme (here course-work-based), another year's course work for the first year of the Ph.D. programme, and a second year leading up to the Ph.D. comprehensive examinations. At this point, when transition to the production of a dissertation, notionally at least, begins, financial support ceases. Hence dissertations never get written. Worse, a student may go through his entire B.A., M.A., and A.B.D. career without ever, in seven years, producing a sizeable piece of creative personal research at all. We do not regard such protraction of instructional course work as educational in any real sense, certainly not as appropriate to graduate work. We fully recognize that this mode of education is characteristic of North American graduate schools, but consider that the time has come to reckon the cost, both in terms of the low return in terms of completed dissertations, and the human disservice

to the individuals who are thus frustrated from achieving creative work, let alone obtaining professional qualifications, and who have these unfinished degrees hanging about their necks for years. This produces a sense of failure which is not, in reality, due to inadequacies on the part of the student, but of the degree structure.

This is not a University of Toronto problem; it is not peculiar to sociology as a discipline. But restricting ourselves to that discipline, we find that it is not educationally desirable that the average interval of time elapsing between completion of a first degree and graduation as a Ph.D. should be as much as a decade, as a number of studies show to be the case.

Insofar as such delays are due to graduate student involvement in teaching, simply in order to earn money, such teaching is educationally negative. (A limited amount, however, is a valuable experience. It obliges a student to present his ideas clearly--and hence to think them through--and also to keep abreast of general developments across the discipline, and hence counters the inherent specialization which advanced research engenders if unchecked.) Financially, the saving to society and to governments in terms of lower levels of grants (since students partially finance themselves via TA work) are negatived by a very low level of output of qualified Ph.D.s. More adequate financial provision, which would make the present inordinate expenditure of time in teaching on the part of graduate students unnecessary, would result in shorter periods of graduate study, higher completion rates, and a more effective output of qualified personnel.

Apart from finance, the universities can take steps to counteract the tendency for higher education to expand indefinitely. Let this be considered an exaggeration, the situation in the southern U.S.A. means that the average Ph.D. spends some fifteen years after first entering university in reaching that level of qualification, and may spend more.

We consider formal course work (normally four full courses or the equivalent, e.g. three courses and a thesis) should be done in the M.A. year, and a further year's formal course work during the first year of the Ph.D. A second year of courses is a reasonable component of what is after all, the highest phase of training for people whose occupational future, in three out of four cases, will be teaching in the tertiary sector of the educational system. Hence they need to develop the capacity to specialize in three or four fields of sociology which they can later, in seeking posts, point to as areas in which they are equipped to teach. The "making-up" of areas omitted at undergraduate level should be done during the M.A. year. In the case of students whose undergraduate work has been in social sciences or in other relevant disciplines (e.g. philosophy), they should be able to make the transtion to sociology and obtain the M.A. during one year. Students entering from quite different fields--e.g. the natural sciences--would, obviously, need, on the other hand, to spend a full preliminary year, converting themselves into budding sociologists, even before embarking on the first year proper of the M.A. Not all these areas, of course, need be exclusively within sociology

and there is obviously much to be said for exposing the student to advanced work, in one of his courses at least, in other related disciplines.

The Ph.D. course work, like the M.A. year course work, needs to be examined in one way or another. But we see no reason for the present undue delay in examining Ph.D. course work comprehensively only at the end of the second year of Ph.D. courses. Instead, the first year's Ph.D. course work should be examined at the end of the very year in which the course work occurs, i.e. at the end of the first year of the Ph.D. By that time, they should be able to settle upon and begin to work upon a proposed topic for their Ph.D. thesis. The existing examinations, however, seem to us, at present, very often unnecessarily formidable hurdles, far too demanding and given undesirable prominence, so that both teachers and students alike become examination-oriented instead of education-oriented. Again, present expectations of student performance outside formal examinations, e.g. expectations of too many and too lengthy term papers, are irrational, and constitute a barrier to the students as far as his performance in comprehensives is concerned, since so much of his time during the year is devoted to producing these pieces of "work in progress."

For those M.A. students whose undergraduate performance is clearly brilliant, with a clear orientation to research in a field which seizes their imagination, an M.A. by thesis is usually preferable, and can serve as a springboard to their later Ph.D. dissertation. Term papers as well as theses at M.A. level can serve as nuclei of future Ph.D. dissertations, e.g. in the form of analyses of existing "background" literature, the intensive re-analysis of earlier case studies, etc. In such cases, though, students should also be encouraged to audit relevant courses, even if they are not formally examined in them; to participate in general and specialized advanced seminars, and to present papers based on their own work in progress; such programmes being tailored to the needs, for his intellectual development, of each particular student. In one way or another faculty need to satisfy themselves that the student has the capacity to continue in advanced work. It is not necessary, however, to continue to examine students with a view to ensuring that they are intelligent once this has been ascertained.

In addition, however, faculty do need to assure themselves that the student is continuing to develop, and is acquiring new knowledge, modes of thought, skills, etc. as outcomes of their graduate work. Hence, examinations which can vary considerably in form from conventional "sit-down" examinations to "take-home" examinations, analytic papers, etc. is, to this extent, appropriate. But the accent should be less on pedagogic "instruction" de haut en bas, and more upon the individual needs of the student, upon work in small groups, upon the personal production of the student's own original work, and upon Socratic dialogue and dialectic between supervisors and other staff, on the one hand, and the student on the other.

Such proposals are scarcely too radical, in the light of the history of attrition, and of the non-completed, "ABD" syndrome (which we would expand to signify, educationally speaking, "all but the essential part of the Ph.D.").

Current financial arrangements for student support are such as to make it imperative to compress severely, rather than to extend, the Ph.D. period. But we believe also that there is a strong educational argument for replacing pedagogy by advanced personal research would serve to raise the quality of graduate work and thus allow shorter courses to be academically more effective. We understand that Political Science in Toronto has already moved in this direction. The present trend is one which calls for decisive action; data submitted to us from the Department showed that of the 28 students entering the Ph.D. programme in Sociology in 1968, one only has received his degree and only two are nearing completion of their dissertations; of the 1969 cohort of 19, only two are nearing completion of dissertation.

* * * * *

CARLETON UNIVERSITY

The development of graduate work in Carleton University's Department of Sociology has been crucially affected by its location in the nation's capital, in several respects. Firstly, the Department has access to the facilities and resources of Government, both in terms of persons and in terms of "infrastructure": libraries, museums, etc. Secondly, it has drawn a significant part of its graduate school from Public Service personnel. There would seem, too, to be a more than normal flow of graduates into Government Service, not only into Federal and Ontario Government, but also to other provincial governments, quasi-governmental agencies, etc. Thus of 39 "drop-outs" from the M.A. graduate programme whose occupations are known (25 others are not traced), about one-third are in employment of this kind. (Most of these must have been M.A., not Ph.D. candidates.) This pattern appears to differ from the usual pattern of the "drop-out" ABD-Ph.D. who takes up university teaching. As elsewhere, a sizeable number of M.A. level students also go into community college work, though we lack comparative data on the occupations entered by "drop-outs" from other sociology departments.

The M.A. programme in Sociology, which first admitted students in 1960, was a part-time programme, mainly catering to Public Servants, until 1963, when full-time students began to be recruited. In the Fall of 1970, the first full-time Ph.D. students were admitted. The pattern has thus changed from a predominantly part-time graduate body working for the M.A. to a graduate school composed of more equal (though varying) proportions of full-time as against part-time students, plus a growing full-time Ph.D. element.

Enrolled Graduate Students at Carleton

		1967/68	1968/69	1969/70	1970/71	1971/72
M.A.	Full-time	9	18	29	38	20
	Part-time	3	1	9	10	27
Ph.D.	Full-time	-	-	1	4	9
	Part-time	-	-	-	-	-

With 4,726 "student courses" in 1971/72 and 48 students in Year 4 of the Honours School, there is also an ample internal source of recruits to the graduate school; though only 48 out of 180 cases reported for recent years were drawn from Ontario (it is not specified whether place of birth or university of first degree is meant here).

This does not mean that the traditional orientation to servicing Public Servants has ended - many such students are still in the graduate school, and, as we shall see, the Department anticipates that its future development will, in part, involve stronger connections with research institutes which, though university-based, inevitably reflect the concerns of thinking people in the capital, outside universities, most of them in branches of Government concerned with policy formation and application. There is also a local demand in various branches of Government, e.g. development agencies such as CIDA and IDRC, in the Departments of Indian Affairs and Northern Development, the Departments of Regional and Economic Expansion, the Department of Energy, Mines and Resources, and the Department of Environment and Urban Affairs, and from the National Museum and National Archives, as well as demand for the services of anthropologists in museums and universities elsewhere in Canada. Of course, Carleton is by no means the only Department whose graduates might fill such posts, but it obviously possesses locational advantages whose even marginal influence (e.g. simply being more readily informed of employment openings) places this Department in a favourable position. The proposed M.A. programme in anthropology has been framed, not so much in terms of traditional anthropological concerns (though these are not neglected), but against this background of demand, and against an intra-university demand for courses at the undergraduate level (1,400 enrolments in 1971-2) which itself reflects increased public sensitivity to the situations of indigenous minority peoples, the condition of the underdeveloped "Third World," and an increased application of anthropological techniques to urban studies, ethnic communities, and increasingly, the "urban anthropological" study of groups which are neither necessarily ethnic minorities nor especially underprivileged. Much of this new style anthropology, therefore, is inherently cross-disciplinary, at least as far as the anthropology-sociology is concerned (e.g. Professor Valentine's low-income housing study).

This closeness of the relationship between sociology and anthropology is also unusual. In other departments where both disciplines are housed under the same administrative roof, no one pretended that this was anything other than an administrative device (encouraged by university administrations which find economies of scale in larger departments, since even small separate departments generate higher unavoidable minimal establishment and running costs). We must say, also, that serious intellectual cross-fertilization and cooperation seemed to us to be very slight in any other Ontario Department (even negative, in one instance). More than this, Carleton plans a future in which anthropology will grow to a faculty of 20 persons as compared with the present 11 whose primary identification is that of "anthropologist," and compared to a total faculty strength as of 1971-72 of 38 full-time staff and an envisaged Departmental staff ceiling of around 50 in toto in the visible future. The present quarter of the staff who are anthropologists should therefore become a half by 1975. Moreover, the line between anthropologists and sociologists is deliberately kept fluid: many faculty are competent, and wish to continue teaching in both spheres. Ph.D. candidates in sociology can offer one of the three areas for their comprehensive examinations in social anthropology.

It is also social anthropology, not the more traditional North American cultural anthropology, that is emphasized. This makes overlap with sociology easier, and gives Carleton a distinctive case in comparison with other provincial universities which have different anthropological emphases (e.g. a strong physical competence at Toronto, and a comparative "cultural" strength at McMaster). These different emphases seem valuably complementary, therefore.

At present, however, sociology is still numerically stronger. As everywhere else, sociology has been in demand; introductory courses attracted 2,400 students a year or two ago, and though enrolments, again, as elsewhere, have diminished from the 'boom' period, they are still very large (around 1,700 last year and 1,300 this year (including anthropology).

The Department is thus strong in both fields. Some of its senior members have distinguished records, particularly in the study of Canadian society, that has inevitably led to their being called upon to serve at the highest level in research capacities and in administering and helping to shape policy formation in the social science disciplines as well as, more widely, on both governmental and university bodies. These "external" reputations and activities mean that the Department carries weight in intra-University circles.

Although the Department of Sociology at Carleton has grown about as rapidly as the other major Departments in Ontario (from 16 full-time faculty members in 1967-68 to 38 in 1971-72), the Department gives the impression of unusual stability and coherent direction. This is largely because of the presence of several full professors who are native Canadians, have been at Carleton for a decade or even longer, and are vigorous and by no means elderly. Thus, unlike several other departments in the Province, the Carleton Department is not "bottom-heavy" in lacking mature, established senior faculty, nor does it suffer from the opposite situation - rare if not entirely absent in Ontario - of being overloaded with aging scholars approaching retirement. The fact that several of the senior faculty are Canadians with distinguished reputations whose major research has been conducted on Canadian subjects and whose entire careers have been spent in Canada gives the Department a distinctively Canadian flavour. It also appears to eliminate, or at least reduce almost to the vanishing point, the tensions both among graduate students and faculty between native Canadians and recently arrived young American junior faculty or Europeans (often older, onetime refugee scholars). The intensity and frequency of such tensions are often exaggerated by those most caught up in them and expectations of their ubiquity sometimes voiced by outside observers only tenuously associated with the Ontario academic scene are not borne out by the facts. Nevertheless, we did encounter such tensions in a number of departments in the province, which makes their virtual absence at Carleton worthy of comment.

The existence of a cohesive group of middle-aged senior faculty who have been at Carleton for a long time no doubt also partly accounts for the somewhat conservative character, intellectually speaking, of the Department's

approach to sociology. In sociological theory, the "classical" sociologists are properly emphasized, but newer approaches such as phenomenology, neo-Chicagoan symbolic interactionism, and ethnomethodology, are not represented by proponents of these approaches. There were some complaints from graduate students to this effect.

The high internal standing of sociology in the university leads to somewhat more privileged access to resources, external and internal, than is the case in some other departments. Such advantages, however, also carry with them obligations. Thus, within the university, members of the Department are numbered among members of the Boards of the Institute for Canadian Studies, the School of International Affairs, etc. and participate in interdisciplinary seminars (a similar involvement in a reorganized School of Public Administration and a projected Communications Institute is envisaged). Conversely, certain of the anthropology staff at the National Museum, for example, have been involved in teaching, and graduate students sometimes choose members of such institutions and other departments and institutes within the University as members of their advisory committees. Other Departments within the university, varying from engineering to classics, have expressed the need for the services of the Department.

The fields within sociology most strongly represented in the Department are largely "macro-sociological" in nature, or constitute well-established subdisciplinary areas with recognized routines and traditions of inquiry. The sociology of education and social stratification (and the interrelations between the two), occupations and professions, and formal organizations are instances of the former, while medical sociology and the recent effort to commence training and research in demography are examples of the latter. The empirical researchers in the Department feel that the Department needs more strength on the empirical side to balance its special strength in the philosophy of the social sciences (especially as understood on the Continent). Until recently, the graduate students felt that too much emphasis was put in the M.A. comprehensives on Theory and Methodology, including the philosophy of the social sciences; but this point no longer holds, and the Department has abandoned M.A. comprehensives in favour of a strengthened advising system (committees rather than single advisers). The effort to build up demography is still of modest proportions compared to that of Western but it appears to be a worthwhile one both in view of the advantages of access to Statistics Canada and the involvement of faculty members with established demographic research centres at Quebec universities. As in the case of Carleton's location in Ottawa, its location on the Ontario-Quebec border gives it a resource potential unique among the English-speaking Ontario universities. The attempt to develop demography is essentially an effort to make use of these unique advantages and should in no way be seen as an attempt to compete with or duplicate the Western programme. As such, it deserves to be encouraged.

Personal networks, rather than institutional planning, have led to positive relationships with Queen's, McMaster and, of course, the University of Ottawa, though Carleton staff pointed out that, in part because of their geographical location, links are perhaps even stronger with sociologists

and anthropologists in the Province of Québec. While in no way wishing to encourage a provincial parochialism, this desirable connection with francophone Québec and with the University of Ottawa does not preclude the strengthening of relations with Queen's University (already envisaged in the thinking of both departments about the future, and made easy by geography), or with Trent University, whose general theoretical orientation and smallness of size would seem to call for some cooperative relationship with a congenial larger institution. (Such a notion has not, to our knowledge, however, been mooted from the Trent end, and that department's proximity to the two Toronto universities might draw the Trent Department more in that direction.) One kind of possible mutual support might be the encouraging of the visiting speakers in Carleton's (star-studded) programme to visit the other two universities: economies in overheads might thus be achieved, with a pro rata carrying of the heavier share by the larger partners to the enterprise. At present, such favourably placed universities as Carleton, with budgets of $2,000-$2,500 for visiting speakers (not large sums) contrast with Windsor, at the other extreme, with only some hundreds of dollars irregularly available for this purpose. (Of course, visiting speakers would have to be quite free to eschew the option of speaking more than once if they so desire. There is no point in discouraging speakers coming to University A by making them feel that this would also necessarily entail additional visits to Universities B and C.)

Carleton differed from most of the other Ontario universities in scheduling a regular series of departmental colloquia usually addressed by visiting scholars. The absence of opportunities to hear prominent sociologists from other institutions was emphatically not among the complaints of Carleton graduate students. Colloquia were held at the rate of at least three a month (four in January) during the 1971/72 academic year. The visiting speakers were nicely balanced between Canadians and Americans, researchers and theorists, "applied" and "pure" social scientists. Interestingly, the two universities from which speakers were most frequently drawn were McGill (3) and Sir George Williams (2), confirming the claim that Carleton has closest relations with Quebec universities. But there were also speakers from Toronto, York, and Queen's (as well as from other departments at Carleton itself) in Ontario. The Carleton colloquium programme might usefully serve as a model for other universities, since the lack of such programmes was a frequent complaint elsewhere.

This standing of the University in Canada is also reflected in the high (though, in recent years, diminished) proportion of Canadian faculty (nearly half), and in the success of applications for grants by faculty members to Canada Council. It should be pointed out that Carleton does advertise all its posts and indeed "blankets the market," as well as holding a file of hundreds of unsolicited applications for posts. The high proportion of Canadian staff is by no means the result of discouragement of competition from outside Canada, nor is it achieved simply by being satisfied with less-qualified Canadians. Those on staff are there unambiguously by merit.

A crucial reason for the high level of grants awards has been the careful preparation and design of the research applications (for which Memorial University and the Université de Montréal are also noted). There is an obvious moral here for other institutions.

Perhaps for this reason, we encountered the greatest concern among graduate students over the internal organization of the graduate programme rather than over the faculty and the content of courses. One issue was the seminar programme, which some students felt to be--though excellent--to some degree a substitute for internal papers and interchange between staff and students, and that more intellectual discussion and debate about work going on inside the department, was desirable. Graduate students also thought that the institution of a "godfather" or Graduate Student Adviser, who should be a graduate of two or more years' experience in the department rather than a staff member, would be a valuable innovation, since these people have direct experience of going through the phases of graduate school work, and yet have established links with staff. They would thus make ideal "bridges" or "mediators."

The graduate students at Carleton were among the most articulate and outspoken we encountered in the province. Although they were far from reticent in voicing complaints about the faculty and the graduate programme, this fact oddly confirmed our general impression of the solidity and competence of the department. The students did not have to be drawn out by repeated probing on our part and did not seem in the least disoriented, apathetic, or non-committal. Many of their complaints were those of graduate students everywhere: too little esprit de corps among the students themselves and within the department as a whole, the relative inaccessibility of some faculty members, too many formal rules and regulations to be met in satisfying requirements for the degree. With regard to the latter, it might be noted that Carleton is one of the few universities we visited that publishes a booklet distributed to all students specifying in detail exactly what the requirements are. The existence of the booklet did not, however, silence familiar student complaints about "red tape," "bureaucracy," and the like. On the matter of access to faculty, one student, with the support of others, complained that "extroverts" (he clearly considered himself one) alone were able through persistence to beard their elusive professors in the latters' dens in order to gain assistance in planning their work towards the dissertation, and, presumably, they alone can expect to achieve the degree. Yet the Carleton students more than others we met seemed aware of the built-in conflict (or "role-strain") to which the graduate faculty member is exposed in trying to meet the demands of being both a teacher and a productive scholar. They complained, in fact, that it was some of the less productive members of the faculty who were least accessible to students, whereas those faculty members most actively engaged in on-going research and several of the methodologically skilled younger men carried the heaviest burdens of student consultation. This complaint should probably be qualified by recognition of the extensive involvement of several Department members in undergraduate teaching and administration.

Some students also expressed the view that though senior members were often involved in major consultancy work, the Department lacked large-scale projects which could serve as sources of data, thesis projects, and finance for research assistants. These deficiencies have been at least partially remedied recently by the Department's acquisition of several data files

and the receipt of grants by two members of the faculty for research projects, the completion of which will involve student assistance. The students recognized that the department and its individual members could not be expected to initiate research programmes simply as a way of meeting such needs on their part. They also, in the main, expressed less dissatisfaction concerning the phasing and supervision of M.A. and Ph.D. work than most other graduates in other universities. They did, indeed, point to difficulties of disengaging from a supervisor whom one found uncongenial, and similar problems which we felt to be basic difficulties of interpersonal relations that no institutional arrangements would overcome. But we did not find that sense of indeterminacy and even loss of motivation which is so common elsewhere. The reason for this, we believe, is that students are strongly encouraged to stand on their own feet as quickly as possible, and to begin very early addressing themselves to the task of doing research. Thus the great majority do their M.A.s by thesis. At the Ph.D. level, there is a variety of modes of examination, rather than the routine comprehensive examination.

It is relevant, too, in considering entry to graduate work, that the students recruited into the graduate school from Carleton's B.A. Honours years, though allowed a wide range of choice, are probably informally counselled more effectively towards choosing a coherent set of courses than in more "totally permissive" institutions. It is not possible, as it appears to be quite possible elsewhere--as staff freely admit--for a student intending to go on to graduate work to nevertheless avoid choosing undergraduate courses that expose him to even quite major theoretical and methodological orientations. Students themselves, in several institutions, frequently expressed this view to us, and some even said this of their courses at M.A. level. Permissiveness is no doubt a virtue for the student wishing a general education; but a greater degree of orientation, and of "coverage" of sociology, especially of basic theory and methods, seems to us a necessary part of the education of an intending professional. Let us say again that this is not just a question of putting on, or compelling students to attend, "Theory" or "Methods" courses; it is a question of infusing all courses with basic problems, varieties of strategies, fundamental issues and debates, Methodenstreit, in brief, with intellectual challenge, whether the substantive subject-matter be Eskimo kinship or industrial relations. "Methods," moreover, should mean the logic of inquiry in the social sciences, not merely training in techniques, e.g. how to do Chi-square or participant observation--to use the Carleton idiom, "Big M" methods rather than "Small M."

Most students who arrive at M.A. work within this background are fitted to begin their own research, though some will prefer, and need, to strengthen their knowledge and to fill in lacunae, by means of further course work.

Teaching may well continue into Ph.D. work, but this need not necessarily, by this time, be of the formal-pedagogic kind. At present, students do one year's course work, with emphasis on statistics, sociological theory

and research methods in the first Ph.D. year, with a language requirement and work on a dissertation outline in the second year. This work is examined at the end of the second year, but not by any means via orthodox "in-class" examinations. Thus, "take-home" examinations, orals, or the presentation of annotated bibliographies or course-outlines, are more usual forms of examination.

The student is expected to take his comprehensives not later than one full term after course work has been completed. Prior to the completion of one term in residence, the student selects the Chairman of this advisory committee (and he will already have had a temporary adviser). Immediately after selecting the Chairman, he names one additional faculty member of his advisory committee, in the case of an M.A. In the case of a Ph.D. he adds two additional members, or changes the composition, as the outcome of arrangements worked out each term with his committee Chairman. He, together with the other members of the committee, also consider the proposed dissertation and determines the type of comprehensive examination (as well as, later, handling the written examinations, dissertation and oral). The important point to note is the early and sustained drive towards completion. Again, the student is encouraged to select a dissertation topic early in his Ph.D. programme, and to have the resulting proposal-plus-bibliography circulated to all members of the Department faculty and orally presented to an open meeting of his advisory committee.

All the above still occurs within the framework of two years' Ph.D. course work leading up to examinations before actually embarking on the actual dissertation. Indeed, students must complete their course work, comprehensives and theses in that order. Comprehensives have to be passed before a thesis or dissertation may be submitted for approval. The system is to this extent quite orthodox and one in which graduate students expressed desires to see reformed in the direction of less formal course work, and an earlier start, in consequence, to the dissertation. The staff were quite emphatic that they expected students to write their Ph.D. thesis in 3 or 4 years; they were extremely alert to the danger of the ABD status, and pointed out that the ABD member of staff is normally both financially penalized (in the form of as much as $1,000 less paid in salary for non-Ph.Ds, non-promotion until the draft of a dissertation, at least, is lodged, and so forth), and professionally penalized, in that ABDs are unable to act as Chairmen of advisory committees, are not members of the Graduate School Faculty, etc.

Numbers dropping out have been quite high, no doubt accentuated by the presence of many part-time students who find difficulty in combining graduate work with the demands of their paid employment. The position seems to have radically improved, however, in the last two years.

CARLETON DROP-OUTS

		1967/68		1968/69		1969/70		1970/71		1971/72	
		Number of Students	Number dropped out	Number of Students	Number dropped out	Number of Students	Number dropped out	Number of Students	Number dropped out	Number of Students	Number dropped out
M.A.	Full-time	9	4	18	10	29	7	38	1	20	-
	Part-time	3	1	1	?	9	3	10	-	27	-
Ph.D.	Full-time	-	-	-	-	1	-	4	-	9	-
	Part-time	-	-	-	-	-	-	-	-	-	-

Despite this alertness and early start, given three-year periods of financial support, the student still runs out of money by the time he is due to embark on his dissertation. Plainly, only two main sets of students are able to continue: those who accumulate outside earnings - which is extremely difficult, given the intellectual dedication required in graduate work - and those who possess other sources of income - which normally means parental support, utilization of any private means the student may have or, very often, support from a wife's earnings. Despite the commendable attention to rapid progress through the succession of phases, then, the structure of phasing itself is still such as to eventuate in financial crisis just at the point of transition to producing a dissertation.

Hence, despite the unusual degree of attention paid to the urgency of keeping up to schedule, graduate students voiced the same concerns here as elsewhere on this crucial issue. They were particularly critical of the unequal reward they received as TAs for similar teaching loads, which results from the system of grading students into different permitted levels of earning capacity based on three criteria: scholastic index, year in the programme, and the type of grant. On the last matter, they observed that anomalies also result. Thus, paradoxically, a Canada Council Fellowship holder on $3,500 p.a. can earn $900/$1,300 as a TA, while an OGF holder on $1,500 can earn $1,800. To the graduate students, this system represents unequal pay for equal work. It may be argued that the differential represents a recognition of different levels of past performance, as measured by the "scholastic index." To this, the further objection is made that this index is unchangeable, a fixed rating which is not susceptible to being revised upwards on the basis of subsequent improved performance in the course of doing M.A. or Ph.D. work. Moreover, differential increments for social need are not built into the system; family responsibilities are not recognized in the form of a married person's or children's allowance. Further, for those with a ceiling of $2,400, and $900 to be paid, the remaining disposable income is only $1,500; for those earning $1,800, $900 only. With apartment rents running at $100 per month and over, the situation of such students is unmanageable. A Canada Council Fellowship holder can sometimes get an extension to a fourth or even a fifth year, but an OGF holder will run out of money at the end of his third year, i.e. the point at which, at best, he has completed his comprehensives and is ready to embark on his dissertation. Hence, two Ph.D. students this year face their dissertation phase without any further funds available; even the Canada Council Fellowship holder cannot supplement his income by receiving earnings for research assistantship work if the source of the grant funding that research is the Canada Council. Attempts to solve the problem, such as taking a year's work on a project which will be on the field of the Ph.D. dissertation and thus yield data which can be used for such a dissertation, are only very rarely possible.

One obvious alternative strategy would be to limit the Ph.D. intake and to share the limited pool of available finance more generously amongst a smaller number of graduates. This would be a move, however, away from

the philosophy of making support available for all those qualified--a philosophy strongly endorsed by bodies advising the Provincial Government*--towards a practice of more competitive, and more "elitist," graduate support. Finally, the strains generate a tendency towards "moonlighting," the de facto earning of monies for work outside one's academic graduate work, a practice which, though illegal--since such earnings are deductible from one's scholarship or fellowship stipend--is illegal in a sense often more honoured in the breach than in the observance and involves staff in the invidious position of "policing" the student's income. Attempts to maintain access of the qualified to graduate school education involves trying to spread the"pool" of monies available for TA remuneration around a larger number of students, and can only mean little for each and too little for most.

Lest it be thought that students are attempting simply to maximize earnings, with no consideration of the prime interest of completing their graduate work, we found that the students particularly appreciated the opportunity of participating in summer courses, precisely because they were able to teach their own courses, and found this more educationally rewarding for their own intellectual development (instead of tutoring groups of students who were lectured by faculty), to the extent that one student did such summer course teaching for no reward at all since the province places earnings limitations on students. The value of involvement in teaching is, needless to say, emphasized by the Department for the educational, not merely financial advantages it brings the student, particularly for Ph.D. students intending entering teaching careers-to the extent, usually, of requiring the teaching of at least one "half-course" under supervision. On occasion, students may even be given up to one course credit for this teaching, providing proper supervisory arrangements are made by the faculty member involved, and approved by the student's advisory committee.

Students claimed that the scholastic evaluation they received tended to be lower if they come from elsewhere, since faculty tended to be cautious in rating students unknown to them personally during their undergraduate period, or where the standing of the original institution was unfamiliar.

Taken together, these are powerful sources of discontent, disincentives to concentrate single-mindedly on research work, and factors tending to produce a high level of non-completion and invidious comparisons which could impair harmonious relationships between fellow graduate students. We found, nevertheless, a remarkable "understanding" between the graduate students that the superior differentials enjoyed by some were not attributable to any unfair manipulations on the latter's part, but were built into the funding system itself. The ceiling, designed presumably to limit distraction from research in the effort to improve earnings, is also, it needs to be recognized, nevertheless, a ceiling which makes the annual income uncomfortably problematic in terms of meeting everyday costs of basic living.

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* See Draft Report of the Commission on Post-Secondary Education in Ontario, 1971, Section II, "Aims and Objectives," pp. 9-14

Students argued that more consideration should be given to establishing equitable minimum stipends rather than maxima alone, and that "social need" (especially family responsibilities) should be explicitly recognized and provided for. They also felt that teaching work should be recognized as uneven in its demands on the teacher, so that "harder" teaching should be paid more highly.

One Carleton practice that seems worthy of imitation is the use of advisers and examiners from outside the Department and outside the university. At the M.A. level, an external examiner from another department at Carleton is included amongst his examiners, especially where the subject is one that straddles another discipline, and as we noted, such "outsiders" are quite commonly members of advisory committees (one case was that of a member of the Department of Journalism). This involvement of external faculty is institutionalized more emphatically at Ph.D. level, where one of the members of the examining board (a minimum of 7 in size), must be from another department, plus another examiner, external to the university, who is "a recognized authority on the subject of the thesis."

Even M.A. students have had extra-university examiners at times, and in future all Ph.D. students will have. The latter have also been drawn, on occasions, from other than university sources, e.g. social scientists working in Statistics Canada, consultants to the Royal Commission on Bilingualism and Biculturalism, etc., (and Department members, conversely, have served on Ph.D. committees in other departments).

Students are also encouraged to do additional outside reading, over and above formal course work, in their areas of concentration, and to audit relevant courses outside these areas also, in consultation with their advisory committees. Finally, though most francophone students in the Ottawa area tend to go to the University of Ottawa or elsewhere, it is possible to write theses, at Carleton, in French. No courses are, in fact, delivered in French in the Department, though several members of staff are capable of doing so; the difficulty of giving such courses stems rather from the linguistic shortcomings of the students themselves, even though there is a language requirement in the second year of the Ph.D.

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YORK UNIVERSITY

The development of sociology in York, initially, was to a large extent conditioned by the prior existence of the University of Toronto. It was obviously wasteful to reduplicate areas of specialization cultivated by that Department and York's development has subsequently been characterized by (a) an interdisciplinary orientation (b) a strong emphasis on conceptual and methodological foundations (c) a close relationship between "Theory" and "Methods" (d) a style of research work involving close consultation between supervisor and advisory committee and student. These emphases have been primarily influenced by the York undergraduate programm's style and orientation.

In more substantive terms, York has a unique set of Small Groups Laboratories, the best of their kind in North America. It has a Institute of Behavioural Research, whose computer is as powerful as any in North America (only Waterloo rivalling it in Ontario), and probably the best library of programmes in Canada, as well as a large and varied supply of data sets. There is a Methods and Analysis section available and a Survey Research Centre, and terminal outlets in the Department may become available later.

The style of quantitative work, too, is not that in which the central theoretical concerns of the discipline become subordinated to fascination with the "pure technology" of number-handling. The means has not become an end in itself, nor have the more mathematically and statistically qualified faculty lost interest in or sight of the significance of more qualitative work.

In the field of social psychology and the "overlap" area in between social psychology and sociology, in addition to the Small Groups Laboratories, newer phenomenological and ethnomethodological orientations are on the horizon, though the interests of these additions to staff are perhaps more at the level of general theory than in fieldwork-based research. York's existing philosophical-sociological strength is thus likely to increase, but an expansion of such fields as deviance may incidentally result from the strengthening of this general theoretical base. Sociolinguistic work is also being developed, in addition to an interdepartmental program Social and Political Thought.

York has a very strong Ethnic Research Programme, which has brought the Department $250,000 worth of grants in the last five years, from Canada Council, CMHC, the Department of Manpower and Immigration, the Ontario Provincial Citizenship Branch, and Denison Mines Limited. This has been a source of data, research topics, and money for postgraduates, some of whom have been involved in the quantitative survey work (notably a large-scale sample survey in Metropolitan Toronto in 1970), others in ethnic-

community studies, mainly in Toronto, but also elsewhere in Canada, and abroad. A stout body of publications has resulted.

The interdisciplinary and theory-oriented nature of much of the work in the Department is reflected particularly in the emergence of a proposed M.A. and Ph.D. programme in Social and Political Thought (see Appendix C.). There is also an interdisciplinary M.A. broader than Social and Political Thought which includes the Humanities and Natural Sciences.

To these major domains of research-work, one should add substantial comparative and cross-cultural research in Africa, Latin America and other 'Third World' areas, a variety of studies of complex formal organizations and the sociology of work, as well as of political and community organizations, a developing connection in both teaching and research with the Education Faculty, work in the fields of social stratification and social mobility, demography and ecology, and interesting and innovatory teaching/research connections with the Law Faculty, reflecting again a degree of theoretical sophistication unusual in this field. There are also cross-appointments in Administrative Studies, including joint courses on work and formal organizations, and in Environment Studies.

With the University of Toronto Department, the Department at York is the largest and most diverse in the province, though in important respects its diversity is complementary to that of the U. of T. rather than re-duplicative. For example, it has, in conjunction with the Survey Research Centre, unmatched strength in survey research; it also has the most sophisticated small groups laboratory in being in the province, though this facility may be matched in time (without perhaps having the same strength of staff back-up) at Brock and at Scarborough (which in the latter case, at least, may constitute a questionable duplication of expensive facilities). Even with the latter facility in hand, the U. of T. department would not appear to be likely to have the same strength in small groups research (or the same sort of strength; the few people at the U. of T. who are interested rather sharply distinguish their approach from the approach or approaches served by a facility like York's). We were much impressed by the strict view of the ethics of research adopted by the Director of the York facility; no one's behaviour is recorded in any way, evidently, without full consent.

The York Department has, moreover, strength unrivalled in the province (and hard, we suspect, to match anywhere) in ethnomethodology and phenomenological sociology. Here again it complements the U. of T.; the latter may do more than is dernier cri in certain quantitative developments. The York Department feels at a disadvantage respecting Toronto in regard to access to the downtown institutions near the U. of T. (Clarke Institute in psychiatry, the Addiction Research Foundation, OISE) and may for that reason have done less, apart from the massive immigration studies under Professor Richmond, to exploit opportunities for local research. The immigration project when it was in full swing provided something that the Department

acutely misses now: large-scale research projects in which graduate students can be enlisted and in which they can find subjects for theses. At present, too many students must fall back on secondary analysis. (It is remarkable that York was the only department that made the most fuss about this point, which seems to us a very strong one.) The lack of government support for research is also a telling disadvantage in the use of the Survey Research Centre; though evidently this Centre gets some income from contract research, it is basically supported by the university out of operating grants, and there are no funds to support surveys carried out (as at Michigan, where it is a standing budget item) by whole classes of students as part of their course work. York feels at a disadvantage with respect to Toronto and McMaster in not having endowed funds to supplement government subventions, which is especially limiting in the final years of doctoral work.

It should be noted that the York Department is planning to cut back its doctoral students from a present total of 50 to 36 by 1975-76. The U. of T. is also cutting back its numbers.

The students suggested that there be practica in sociology for students preparing for non-academic employments, parallel to the established system of practica in psychology at York; credit of some sort for paid employment in institutions using the professional services of sociologists.

York, then, has emerged rapidly as a strong centre of graduate work across a varied range of fields of sociology. This qualitative richness has been accompanied by a similar growth in numbers, both in terms of faculty members (45 in 1971/72) and in rapidly-expanding graduate numbers. The M.A. programme began in 1967, and the Ph.D. programme in 1969:

Enrolled Graduate Students at York

Year			1967/8	1968/9	1969/70	1970/1	1971/2
Number of Students	M.A.	FT	6	19	15	29	12
		PT	-	7	15	20	13
	Ph.D.	FT	-	-	16	36	41
		PT	-	-	-	1	1
Degrees Awarded	M.A.	FT	1	6	-	-	-
		PT	-	2	2	6	16
	Ph.D.	FT	-	-	-	-	1
		PT	-	-	-	-	-

At the undergraduate level, as elsewhere, the high point of around 2,300 first-year students two years ago diminished to some 1,800 last year, but the enrolment is still high: 3,300 sociology "student courses" in 1971/72. The Department envisages a reduction of the size of the graduate school, in the future, phasing down from the 75 of 1971/72 to 55 by 1976/77 (19 M.A., 36 Ph.D.). The Social and Political Thought programme however, aims to move upwards from the 8 M.A. candidates of 1970/71 (6 full-time; 2 part-time) to 20 by 1980/81 (15 full-time; 5 part-time), and from an initial 4 Ph.D. candidates in 1971/72 to 12 by 1980/81. During this period, therefore, the projected reduction in sociology specialists is partly compensated for by a growth in the interdisciplinary Social and Political Thought programme. No sizeable faculty expansion is anticipated during this period.

Such a programme may well be manageable, given the faculty size. However, it raises problems both in terms of getting the students through their courses, and in terms of their future employment. The marked emphasis in York documents upon student participation and "self-steering" in their graduate course progression has obviously been given considerable thought and no doubt was aimed at improving relationship between advisory committees and graduate students.

It would appear, however, that less thought has been devoted to the problems generated by such "permissive" procedures. Both staff and students referred to delays in completion resulting from a situation in which--largely in response to, at one level, educationally quite valid student demands--students now find themselves with eight half-courses in their first Ph.D. year, which can result in their being expected to produce two papers per course, i.e. a total of 16. Yet there is a demand by part-time students for half-courses which may be expected to rise or continue in a period of economic slow-up. These, they claim, are not only demanding, but tend to be measured against the standard of full-year courses, so that 16 difficult pieces of work are now required. This may be why course work completion (by successfully presenting these papers for examination) often tends to spread into the third Ph.D. year, and thus delays the launching of the student onto his dissertation. The students we saw were beginning to think that comprehensives based on a set of "analytic papers," more closely related to the future topic of their Ph.D., would be less severely demanding and a more apt springboard to the actual disseration work. We think that their worries about expectations being too high--a likely temptation in a new Department anxious to establish a reputation for "quality"--are probably not without foundation, and we suggest that the York faculty look very carefully at this matter and not interpret it as merely an attempt on the part of the students to "get away with" less than is desirable.

Future employment outlets, of course, have to be considered in provincial and Canada-wide terms. Up till a year or so ago, the high ratio of M.A. to Ph.D. students reflected the fact that jobs were forthcoming for graduates at the M.A. level of qualification. The present prospects for

Ph.D.s are not comensurate, and the planned outputs, even given stabilization, are high; the Ph.D. component, moreover, is to increase. Faculty members expressed optimism about national demand for their products, though based on piece-meal and usually personal experience of jobs available for special kinds of qualified graduates, rather than upon any calculation of likely overall demand (which has to take into account also the output from other universities). Nevertheless, it is worth noting that unfilled vacancies for a Research Director in the Solicitor-General's Department, and in Statistics Canada for a sociologist familiar with criminal statistics, were mentioned by one faculty member, as well as another Professor's inability to supply graduates for university vacancies in New Brunswick and Quebec when approached, plus several jobs in the Federal Government service (one in the Census Bureau, where a sociologist--not a statistician--competent to work on social indicators of leisure activities was called for). We mention these instances since, though only a handful of posts, many staff across the province produced similar instances of unmet demand for the services of sociologists, many of them in extra-university institutions. Taken in aggregate, such ones and twos add up to a perhaps unexpectedly, and possibly growing, set of occupational outlets for the still very small population of completed Ph.D.s at least, as well as areas of employment for some ABDs.

The Departmental "Proposed Plan for the Future," on page 3, refers to Vallee's estimate in his 1969 study, that "around 30 Ph.D.s annually for the next five years may well prove to be a conservative figure" from Ontario universities alone, and that "there is also likely to be a vastly increased demand for sociologists in the community college system." This estimate, of course, covers a period nearing its conclusion in the next year or so. It may still be valid, but requires reconsideration in light of subsequent trends and of provincial plans, when finalized, for future higher educational policy. These latter remain uncertain.

Needless to say, graduate students justifiably stressed the difficulty of managing financially on the current grants, given rents downtown of around $160 per month and in graduate student residences on campus of $100. Thirteen received Canada Council Fellowship in 1971/72; 13 OGFs; 10 others, other major scholarships; 14 teaching assistantships plus minor scholarships; and 11 teaching assistantships only.

Finally, the future growth of anthropology at York remains to be clarified. Several senior appointments have been made which augur well for the future, but a critical threshold of size has still to be reached such as would provide an adequately diversified and balanced set of courses, there being only six courses in the graduate programme today. Two areas of expansion that might be appropriate are, firstly, in "area" terms--East/Central Africa, where the University as a whole already has a special involvement (37 specializing in Africa in all Departments, and an African Studies Programme), and where the Department has senior strength; secondly, in the light of student and public interest in anthropological studies of complex societies, including Canada itself, and in the light of the emergence of a new generation of urban-oriented trained anthropologists, and given an existing (half) course in urban anthropology, this area--so important in the U.S.A. now--might well repay attention.

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UNIVERSITY OF WATERLOO

This University, though a "new" university, nevertheless began its graduate school work, including Ph.D. work, in the days before the provincial level "appraisals" system was operated (though, obviously, careful evaluation by the university of the Department's capacity to undertake such work clearly occurred, signified in the calling in of an external assessor). Waterloo began graduate work more informally, then, and less explosively, than other "new" Departments. Its graduate school is still modest in size, and though by now quite diversified in terms of the range of interests covered, is only now coming to experience and cope with the problems of coherence, balance, organization and staff-student contact that derive from increase in size and which are usually not problematic in small schools - or, more accurately, are left to personal initiatives, since they are thought not to be problematic. Such individual initiatives, of course, tend to be idiosyncratic, and often unstable, if only because of "succession" changes. They also tend to result in a set of "micro-networks," and in the isolation of certain graduate students (usually the less obtrusive) rather than in cohesion.

The likely advent of such problems was foreseen at Waterloo. Thus a Graduate Committee with four faculty members and four graduates (two of the latter with voting power) was established in 1968. The viability and liveliness of graduate student participation in such a body is likely to be problematic always, if only because graduate students are busy people. It is a greater problem in small schools where volunteers for such time-consuming offices are harder to find.

Waterloo had 16 faculty members, 9 full-time Ph.D. students (plus 2 part-time) in residence in 1971/72, plus 7 full-time M.A. students and 3 part-timers. The undergraduate base was one of 2,934 "student courses", and Sociology 101, with a high-point of some 2,000 two years ago, has since run at enrolments of 1,000-1,300. Though a senior staff member said that it was rare for graduates to depend financially on teaching assistantships alone and that these were normally supplemented by bursaries, the reported "Sources of Financial Support" (Form 8, Discipline Assessment documents) show 7 out of 16 in this situation. However, financial matters were not as prominent in the minds of the graduate students, or at least were not stressed, as much as other matters discussed below.

Waterloo has a high proportion of senior to junior staff (2:1); it has eschewed a policy of appointing ABDs. The Department, in its documents, lays great weight on a "stringent" basic training in both Theory and Methods. On the latter front, at least in terms of the availability of quantitative/mathematical facilities and expertise, Waterloo's strength is obvious. The University has an international reputation for computer science, excellent hardware and a good programme library. A

terminal outlet is available in the existing Social Science building, and terminals will also be available in the new Social Science building shortly to be moved into. The Computing Centre offers a full range of consulting services to students and faculty with no direct charging. Students use the computing facilities in their courses.

On the data side, the Department took the initiative to co-operate with other departments at Waterloo in developing the Kitchener-Waterloo Metropolitan Area Study; a sample of 1,000 persons, regularly updated and supplemented. This seemed to us worthy of imitation in departments lacking collections of local data, since locally based research projects often emerge from or may even be based on such bodies of data, and since a university ought to engage in research locally. On this point, the Waterloo opinion, which we share, was that local research should by no means be exclusively or even normally undertaken simply in terms of local concerns or demands, though these should never be loftily and, we think, irresponsibly ignored. Rather, any active sociology department would "naturally" carry out much of its field work based research in the surrounding area, so that background data, quantitative and qualitative are a sine qua non. Nevertheless, such studies, if they are to contribute to advanced sociological thinking, need always to be designed in terms of theoretical sociological issues, rather than merely descriptive, "applied" or policy-focused pieces of research. The Department felt that the issue of "Canadian Studies" therefore was best approached in these terms, rather than in terms, say, of special "Canadian Society" courses, though there is certainly a place for such courses. A live sociological research programme necessarily feeds the work of staff and students - not only local research, but research across Canada - into general teaching and thinking. This seems the academically best way of responding to the undoubted "over-presence" in the past of U.S. material. Few departments indeed reported any great student response to "Canadian Society" courses as such. Some reported poor response. We believe that this is not because Canadian students are not interested in Canada or that Canadian society is inherently uninteresting, it is because students are not attracted by poor sociology, and that the way to stimulate their interest in future is by improving the quality and the level of Canadian sociology in terms of its level of theoretical sophistication, not by artificially "enforcing" a substantive Canadian content. Canadians are interested in Canada naturally; they will only be interested in Canada, qua sociologists, if the sociology emerging from and about Canada is good.

The utilization of the local area as a source of data can also be economical; thus Waterloo had to discontinue membership of the Michigan SRC service because of its high cost (but not before all the data sets available then had been acquired).

Given this emphasis on quantitative work, we found hints that fuller development of such work is perhaps more potential than actual. Thus, the Department felt the need to strengthen its methodology nucleus, and graduate students said that methodology was an area in which they felt

they were not getting enough exposure. This apparent paradox seems to derive from (a) different conceptions of what "methodology" implies (b) the labelling of sensibly different activities as "research." On the first point students referred to what they regarded as an under-exposure to certain 'mainstream' schools of sociological theory, notably phenomenology, symbolic interactionism, and exchange theory (and a corresponding "overweighting" of functionalist theorizing). We would not for one minute wish to suggest that individual members of staff ought to try and teach all the major modes of theorizing - indeed, we believe they are more stimulating as teachers if they teach what they are interested in and good at, but there is a "systemic" desideratum for the Department at least to communicate an awareness of the varieties of sociological strategies and schools. Some complementarity, or coverage, is educationally desirable, though this is quite compatible, we hasten to add, with a Department's conscious decision to build up a collective style of its own or a special emphasis on one or more such approaches, formal and/or substantive.

On the second point, members of faculty may be leading luminaries in their personal research, or in writing textbooks, learned papers, etc. in a given field, without this necessarily spilling over into graduate instruction, or eventuating in research programmes in which graduate students are involved. We feel that both these issues should be thought about carefully in all universities. (At Waterloo, however, three graduate students are in fact using data sets held in the University as the basis of their theses work).

Such broad "strategic" problems to some extent resolve themselves in large departments; they call for special attention in smaller ones. Waterloo is approaching a stage of its development where broad coverage is beginning to come about of its own accord, but it is not something that will inevitably mature without some forethought. Finally, methodology is not primarily a matter of techniques; rather it is the study and use of strategies of inquiry, closely tied in with "theory" teaching. We do not suggest that this kind of orientation is absent in Waterloo. Indeed, graduate courses #508, #605 and #606 proclaim such an orientation. We simply use a local expression of sensitivity to this issue in order to make a point which is of importance in all universities.

The impressions received from visiting this Department are more contradictory than elsewhere. The Department appears to have a good mixture of highly qualified people and overall a substantial publication record; and it puts on a bland front to the outsider. (There have been troubles, but these are ascribed to the relations with anthropology, a distinctly separate branch; and it is claimed the troubles have ceased.) The Department had done less than others, however, in preparing answers to our preliminary schedule of questions. There is a good deal of student dissatifaction, including more feeling than at other Ph.D. departments (except maybe at Western) that students are shut out of effective

decision-making; and the suspicions that the students' voice about the lack of commitment in the Department to the Ph.D. programme and to vigorous research seem borne out in part by some disconcerting signs: the failure to keep up a vigorous intradepartmental colloquim; the absence of a programme for bringing speakers in from outside (to keep up information at Waterloo about activities elsewhere; to make the Waterloo programme visible in the university world generally); the tendency for many of the publication records, on close examination, to be rather superannuated when they are not very scant and to be very much narrower in focus when they are current than the teaching responsibilities and general prominence within the Department of the figures in question would lead one to expect. Nor are the arrangements for bringing students through the Ph.D. programme as efficient or as intimate as the small scale of the Department and of the graduate student body would make easy. Although the Department has exceptionally favourable access to outstanding computer facilities it has only lately begun to exploit this opportunity. It says that the computer is "routinely used in undergraduate and graduate classes;" but none of the large-scale research projects mentioned as concerns of the Department seem to exploit the computer especially. There is a Waterloo data-bank being built up, but we have found such data-banks frequently; there is nothing as yet distinctive about the emphasis on the computer in the Waterloo programme, in keeping with the pride the University takes in its advanced computer facilities.

Perhaps the fairest thing to say is that the Department is in a period of qualitative transition. With some exceptions, its older members may have passed into an unproductive stage; its younger members have yet to build up full research momentum. We do not doubt that properly steered a student could do a good Ph.D. in sociology at Waterloo, but we think there is not enough steering, and that the chances of inadequate instruction and supervision may be marginally higher here than at the other Ph.D. departments or at Western.

Departmental Areas of Research

A wide range of interests, certainly in regard to topics of empirical investigation is already present at Waterloo. The Department, given its size, consciously refrains from attempting to "cover the waterfront," which we do not advocate. It already embraces, indeed, a large number of specialisms. (It may seem paradoxical, in the light of remarks above, about the desirability of providing exposure to a diversity of theoretical approaches, to venture the (very tentative) suggestion that, on the substantive plane, the small staff may be spread over too wide a range of specialisms so that no intensive investment can occur in any. From another point of view, the richness of interests is gratifying). As well as the Kitchener-Waterloo Metropolitan Area Study and the Waterloo County Social Data Depository Project, the Department, in co-operation with other departments, of the university is involved in other locally-based research institutionalized via a "Community Studies Group" (e.g. studies of Mennonite and other communities). It also has strength in wider comparative studies, ranging

from extra-Canadian research (Latin America, East Africa, French Canada, Europe, etc.), to institutional, stratification and demographic studies at the level of Canadian society as a whole. These include cross-cultural anthropological research, studies of social movements and collective behaviour, of "utopias," macro-institutional studies of, e.g., religious behaviour at varying levels, of organizational structure and cultural range, fertility studies and the like, the last involving at least initial cooperation with ongoing research in other universities. The sociology of sport is well-developed, and here, and notably in the field of social psychology, cooperation and division of labour between the Department and other departments of the university is already good. The holding of an international conference on the sociology of sport is symbolic of this, as is the interchange of staff between the Department and the Departments of Physical Education and Recreation, Human Relations, Kinesiology and Planning to name only a few. Several of these Departments have sociologists on their own staff, and such members are drawn upon not only in research capacities, but also as resource personnel who supplement Departmental teaching and research supervision. The practice of using "outside" readers in the examining of theses is to be encouraged in the future. Sociology faculty members in church colleges affiliated with the university are also drawn upon for undergraduate teaching. Such cooperation is laudable, especially where, as with Social Psychology, there is a rich pool of expertise which it would be uneconomic to attempt to reduplicate within the Department.

Two areas of growing research involvement worthy of comment are the fields of "utopian" movements and communities, and "women studies," both backed by special library collections. The attention paid to building up library holdings generally at Waterloo deserves commendation. All the departments of sociology in the province engaged in graduate work had more than satisfactory library infrastructures, but Waterloo clearly takes this task very seriously (and also pays conscious attention to the acquisition of literature in languages other than English to a greater extent than in many departments).

Good facilities for the study of small groups are also worth mentioning, as is the initiative of the Department in developing cooperation with the University of Guelph, both via exchange of graduate students and graduate credits, and via a planned interchange of faculty, in which each Department would contribute its specialists in fields of strength (notably rural change, and social change more generally, from Guelph, and strategies of enquiry, especially quantitative and mathematical approaches, from Waterloo).

The Waterloo Department thus maintains a number of useful external relationships. It is also a combined Department of Anthropology and Sociology, and has had a distinguished anthropologist as its chairman recently. Nevertheless, as is normal in Ontario, such cohabitation under one administrative roof does not appear to entail very close interrelationships. Joint meetings are not held; there is little call on anthropological resources at graduate level on the part of the sociology wing; and knowledge of each other's activities seems to be limited, even though several sociology faculty members have an anthropological background and some "cross-courses" are given.

In terms of size, the graduate programme, as noted, is not large. It began with a half-dozen full-time M.A. students in 1966; the Ph.D. intake began in 1967. By 1971/2 the graduate school expanded to 23 students (13 Ph.D., 10 M.A.), 8 M.A.s have been awarded by thesis to date, one Ph.D. has been completed, another 3 are expected to finish by the end of 1973. A maximum future population of between 15 and 20 Ph.D. students is planned, with an annual intake of between 4 and 7 per annum, and an annual output of between 3 and 5. The M.A. population in 1971/72 of 10 is expected to rise to 18 in the years 1973 through 1976.

Graduate Student-Culture

As we saw, graduate students have formal representation on the Departmental Graduate Student Committee. They have been involved, in varying ways, with policy concerning graduate research. Thus, student members of the Graduate Committee were apprised of the administrative proposals and the rationale relating to graduate support, and gave their comments, before the proposals went to the Faculty Committee. But they said that the real initiatives had usually come from staff, partly because of their own failure to take initiatives themselves, and partly because of the power that greater access to information gives to staff. We would again emphasize that similar observations were made by students practically everywhere. We merely use Waterloo as a "type case," though we must also observe that we saw two different sets of graduate students on different occasions, and we feel that their accounts corresponded so closely (we believe without collusion), and raised the same issues that they reflect common concerns and are not merely the voices of a self-selected minority. Naturally, here as elsewhere we cannot pretend that our exploration of this question is based on anything but the most limited information, but it appears to square with accounts offered by staff, and to be corroborated by other kinds of information.

The graduate school is small, hence the likelihood of isolation is real, and avoidance of anomie calls for careful, countervailing action on the part of faculty. The "critical size" of a graduate school which readily makes for a lively peer-group community has probably not yet been reached at Waterloo where many, too, are part-time students (though we found much larger Departments where the students were by no means more content). The situation is exacerbated at Waterloo as almost everywhere by the lack of convenient "resort places" where students can gather. Staff and students agreed that "inertness" in staff-student relationships might be attributable to both sides, but what is more important is that it existed. Students found that it was easier to form relationships with younger members of faculty, as might be expected, yet such staff, even if the only available specialists in a given field, cannot in many cases qualify to be chairmen of advisory committees, and Waterloo sets its face against the practice, found elsewhere, of having titular "Chairmen" of senior status, with de facto supervision coming from the junior members of the committee or even from

junior faculty ineligible to serve on such committees. This is a universal problem, since a contrary, and equally valid, argument is that only those experienced in advanced research, at least to the extent of having successfully accomplished a Ph.D. thesis themselves, are adequately equipped to guide others.

Students here referred to a sense of "inbreeding." In one group we saw, 5 of the 10 had done all their degree work in the Department, an undesirable state of affairs. Apparently, the proposed stabilization of the rate of growth had worried others; they seemed to regard this as grounds for doubt about the future of the Department and of the future "market value" of a Waterloo Ph.D. Such inferences, since they are unwarranted, reflect insecurities that lie deeper. The usual complaints about weaknesses in colloquia programmes were, in our views, justified, and constituted one source of poor morale. Only visitors who were candidates for posts had given papers last year, it was claimed. Faculty were reluctant to expose their own work for discussion in "internal" seminars, but both staff and student response had been poor, in any case, and the programme had broken down. The programmes of previous years were criticized as "dull" and "formal." Plainly, the visitors named were reputable social scientists, and the internal seminar programmes had operated with fluctuating degrees of effectiveness. Students appeared remarkably ignorant of staff research. However reliable or unreliable these reports, they do suggest the need for a more effective colloquium policy than exists. Money did not appear to be the problem, as a Departmental budget of between $1,500 and $2,000 available for these purposes existed. Moreover, more than one person pointed to the existence of a fund of $600 or more available via the university's Graduate Students' Union which had not been utilized. Students also claimed that where outside advisers had been included in their advisory committee, the students rather than the staff had taken the initiative in finding such persons (though this is a procedure claimed as a right and regarded as a progressive development towards greater graduate-student autonomy elsewhere, rather than perceived as a lapse on the part of the staff).

The main reason for their own inattention to these matters, the students claimed, was that their energies had been devoted, apart from their academic work, to pressing for amelioration of the requirements for graduate work. They said, and some staff endorsed this, that there had been ambiguity and instability in Departmental requirements. Until recently, a minimum of eight semester courses had been required for Ph.D. course work. Now - and it was said, in anticipation of the "assessment" visitation - a clearer specification and reduction to a minimum of <u>six</u> semester papers had been committed to paper in the new Graduate Studies brochure, within the last few weeks. Before this, they claimed they were in a state of great uncertainly. Moreover, it was said, by staff as well as students, that the minimum of six was deliberately left "open-ended," and was likely to be still, in fact, interpreted as signifying eight courses usually (and additional courses can be required). Communications could obviously be better, and confidence has yet to be re-established.

Examinations should normally be taken no later than six months after completion of course requirements, but we were told that this rule has not been enforced and, in any case, it allows a student to arrive at the middle of his third Ph.D. year without having completed his comprehensives. In fact, the Graduate Committee told us that the beginning of the third year was usually the earliest point at which people took their exams. The phenomenon of 'stringing out' particular examinations, instead of taking them as a set, was mentioned as the commonest way in which comprehensives stayed incomplete, and as typically occurring. Students who feel dubious about their likely performance, defer one or more examinations. (M.A. students also feared that the "research paper" required for the M.A. by course work - eight examined courses - was too demanding, equalling a "mini-thesis" in itself). There is thus, in sum, a situation of continuing uncertainty and worry, and a looseness of supervision of the phasing of graduate work which results in slow progression through the courses, even if there are financial sanctions (in the form of reduced stipends for teaching assistantship work for students who protract unduly their Ph.D. progress) to encourage completion. Finally, there seems to be little use of alternatives to conventional sit-down examinations. Procedures are not entirely conventional, however; thus students are given 'samples' of questions from past papers etc. before sitting their comprehensives, and the samples we saw were interesting and challenging.

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UNIVERSITY OF WESTERN ONTARIO

The growth of this Department has been rapid. The Department only came into being in the academic year 1966/67, and began M.A. work immediately. The Department moved into a new building in September, 1972. Since there was no Honours B.A. programme until 1971/72, the first class of internal Honours students is now only in their second year in the university and their first year in the Honours programme. There were 3,661 sociology "student courses" (undergraduate) given in 1971/72.

Hence, recruitment to the graduate school has been external. This has made for problems of evaluation of the significance of degrees held from a variety of other universities. Where the entering student has only done a three-year B.A. the policy is to enrol him or her for a qualifying first year; where the course was a four-year Honours Sociology degree, the student enters the M.A. programme proper at what would be the second year for a three-year-degree student. We discuss this "qualifying" year further below.

There are now 30 faculty members; an expansion to, and stabilization at about 35 is planned. The existing staff is highly qualified. Of 39 curricula vitarum of current, recent and new members available to us, all had Ph.D.s, in the main from a wide variety of reputable U.S. universities (only 7 being non-U.S., of which 4 were Canadian), with Michigan, Washington State, Cornell and the University of Massachusetts contributing 15. (These figures include four Ph.D.s "expected" in 1972.)

The M.A. expansion moved rapidly, initially, but its rate of growth has slowed down:

ENROLLED GRADUATE STUDENTS AT WESTERN

		1967/68	1968/69	1969/70	1970/71	1971/72
M.A. Candidates	F.T.	12	34	14	23	24
	P.T.	2	5	11	9	9
	Total	14	39	25	32	33
M.A.s Awarded	F.T.	2	13	11	11	16
	P.T.	-	2	-	3	1
	Total	2	15	11	14	17

There were 13 Qualifying Year students in 1971/72. The future enrolment of Ph.D. candidates is planned to move from 3 in 1973/74 to 25 by 1979/80 with M.A. candidates remaining stable at 25 from 1973/74 to 1979/80. There is an anticipated output of 10-15 M.A.s per annum and 3-5 Ph.Ds. The University has approved plans for a Ph.D. degree, which is now being "appraised" by the OCGS. In the light of the high qualifications of the staff, it is worth noting that several expressed their readiness to make a long term commitment to the University but that this would depend on having a Ph.D. programme, via which they could develop advanced research which they would find intellectually rewarding. Moreover, staff disapproved of students taking three degrees in the same institution, and favoured continuing at least a sizeable recruitment to graduate schools from outside.

The initial emphasis in recruitment of faculty was firmly on the demographic/quantitative survey side. More senior staff are to be added, since, despite the high qualifications of the staff, the Department is "bottom heavy," and a senior appointment in demography is planned, with others. The Department already feels itself to be the best department of social demography in Canada. It has excellent computing facilities, with a Social Science Computing laboratory in the new building, including terminals, a large grant to acquire and develop software, and its own experienced programmer to assist graduate students and faculty. A Communication Research Centre and a Survey Research Centre have been under consideration.

The Department gives an overall impression of nearly exclusive commitment to hard-headed quantitative sociology; in fact, this impression (though it reflects policies at the Dean of the Faculty's level) exaggerates the importance of the (in Ontario) uniquely strong demographic component. It is true that (larger than ever before, though smaller as a proportion of the Department) the demographic component is the centre of gravity of the Department and is immediately surrounded by the strength of the Department in social and economic development with which the interests of the demographers coalesce. But the proposed special fields in communications, social disorganization and social problems, and medical sociology all seem to be set up on an independent footing. Medical sociology will be closely associated with epidemiology and both, it is true, have obvious connections with demography: medical sociology will emphasize family medicine, and the demographers have a strong interest in family planning. The separate orientation of social disorganization etc. and of communications is clearer. The former field is manned by a young team with several people already productive in publication (especially on the topic of deviance in drug use); the latter field is headed by a relatively senior man who, except possibly for one other person, is the most active in the field in Canada (but his backup at Western, hitherto indistinctly composed of younger people with slender publication records in communication, has been recently strengthened). There is some want of information about strength elsewhere: the scale of medical sociology at Toronto, for example, is quite underestimated, as is the strength of York in criminology.

Of 32 faculty members in the Department as of 1972-73, 10 are listed as "Program Faculty" in the Department's brochure advertising their "Graduate Program in Demography 1972-73." (One of these has since resigned.) The Department's submission to the Sociology Discipline Assessment of the percentage of research and graduate instruction spent in the "core element" of Social Ecology and Demography lists 11 faculty members as devoting some of their time to this area, with 8 of them listing 50% or more of their time spent in Social Ecology and Demography. All of these men hold Ph.Ds from non-Canadian universities noted for departments of sociology that strongly specialize in demography and/or social ecology: Michigan, Cornell, Brown, Massachusetts, Washington (Seattle) and the Australian National University. Several of the demographers at Western are from "Third World" countries and have done research in their homelands, thus giving comparative range to the programme and permitting the combination of demographic concerns with an interest in modernization and social change that is represented by several other members of the Department.

Western's effort systematically to develop a graduate programme specializing in demography is rare but not unprecedented in North America universities. Given the relative lack of such programmes in Canada, it is altogether laudable. The demographers on the staff, although fairly young, appear to be highly competent and productive, several having already published research papers in the better demographic and sociological journals. There are, however, real problems faced by a Department concentrating in demography which should be noted.

First, demography is a highly technical specialty in the social sciences somewhat isolated or encapsulated from the rest of sociology (and/or economics), possessing its own specialist journals and professional associations. Demography is, in fact, an older discipline than sociology itself. Frequently, demographers are not well-versed in general sociology, which poses difficulties in assigning undergraduate teaching responsibilities. Moreover, demographers, as experts in quantitative methods, are often less verbally articulate than the "average" sociologist and thus ineffective as teachers. Fortunately, this does not appear to be true of several at least of the demographers at Western.

Secondly, demography is not a discipline which tends to arouse a great deal of spontaneous interest among students, even at the graduate as distinct from the undergraduate level. In universities where it is strongly developed it has usually been established by decisions at the top rather than emerging as a dominant orientation in response to student demand. Its development at Western obviously conforms to this pattern. In recent years concern over the environment and zero population growth, as well as interest in modernization in the so-called "Third World" countries, may have led to somewhat greater student interest in the field. But sociology in general still seems to attract students with a fear of and resistance to mathematical and statistical skills even though there have been great advances in quantitative approaches in many fields of sociology. Those few students who enter sociology with strong mathematical and natural science interests and backgrounds, however, are often not especially attracted to demography because

its methods - largely consisting of a particular kind of applied statistics - are so closely geared to the subject matter of the field as to provide less opportunity than other areas for creative and far-reaching mathematical innovations. Since demography is a field that is highly developed in technical research methods and enormously rich in sources of data, it is easy for a student to find a manageable, acceptable, and non-controversial dissertation topic by patterning his research on established conventional models in the field. Students are often attracted to demography by the promise of getting their degrees quickly and avoiding the controversies over methods and "schools" still so rife in sociology and often (and properly) present within a single department.

These considerations are worth mentioning because they suggest the possibility that a demographic department may become a centre for training future census bureau technicians, arousing little intellectual excitement or stimulation among faculty and students. One way of avoiding this is to recruit demographers with cognate interests in other areas of sociology and Western appears to have made a commendable effort to do this. In fact, the general impression the Western Department gives of a highly planned and coherent graduate programme is not solely owing to its concentration in demography but also because several of the other specialties emphasized by the Department are congruent with demography. This is true, for example, of the effort to develop medical sociology with an emphasis on social epidemiology, and of the emphasis on comparative social change and modernization where "inputs" from demographic area specialists are possible. Even in the field of deviance, the area perhaps most strongly represented at Western after demography, the research projects under way involving faculty and graduate students largely are conventional quantitative studies of crime and juvenile delinquency rates based on official court records rather than the newer, more qualitative field approaches associated with "labelling theory" and ethnomethodology. The Department also includes at least two exceptionally able and intellectually dedicated younger men with an interest in the relevance of natural science methods and models and "logic of inquiry" to the social sciences.

The Department is heavily weighted, in short, with faculty skilled in the more technical and quantitative areas of sociology. While some effort to achieve greater balance has been made in the recent appointment of a senior sociologist with pronouncedly humanistic and qualitative interests, the Department does not impress one as being a place where a sociologist-intellectual with a primary interest in ideas and a humanistic or political bent would feel entirely at home either as a graduate student or a junior faculty member. It is probably a good thing that there should be at least one strongly "technocratic" Department of Sociology in Ontario, but one must hope that the Western Department will at least encourage students with interests that diverge from the Department's major orientations to go elsewhere. They have, as a matter of fact, in the past, established an informal "feeder" relationship with the University of Toronto and a formal arrangement with McMaster permitting their students to receive full credit for courses taken there and vice-versa.

In addition to the Social Demography programme (Demography, Human Ecology and Urban Studies), the Department's strength lies in Medical Sociology (Epidemiology, Social Organization of Medical Care, Training of Health Personnel); Communications and Collective Behaviour (Interpersonal and Mass Communication Processes, Effects of Mass Communications).

These areas involve links with the Department of Community Medicine (the University having a Medical School, which provides a sound basis for helping to fill a provincial deficiency in Medical Sociology); the School of Law and the Departments of Political Science, Geography, and Social Psychology; the Business School; and the Urban and Regional Development Studies programme plus the Latin American Group on campus. Such cooperation is also reflected, at a different level and range, in arrangements between Western and McMaster whereby graduate students at M.A. level can, while enrolled at either, take courses at the other. (No student has so far done so, however.) Further, the Department allows any of its graduate students to take and receive credits for one full year course or two half-courses from any department of sociology within Ontario so long as that department offers graduate courses. This latter seems to us a practice which should be institutionalized across the province; the former, also eminently desirable in terms of economy, will be affected by geographical considerations, but the principle is universally to be commended.

All the above indicates a wide range of areas of specialization, and Form 3a, supplied to us, giving the distribution of staff by "core element," shows a broad balance between the four areas (Strategies of Enquiry, 14; Interpersonal Relations, 16; Social Organization and Social Change, 20; Social Ecology and Demography, 14). This balanced distribution does not, in fact, reflect the decisive orientation of the Department. Initially, it was decidedly social-demographic. This was later broadened, as one staff member put it, to a "Methods" orientation, as against "traditional theory," and came to include survey and other extensive-quantitative orientations, and "meta-theory," theory-construction and model-building (including mathematical varieties). A senior, non-quantitative, theorist, as we have already noted, has recently been appointed. There is also a wide range of substantive areas covered, from deviance to development. Yet it is clear to us that the general style of approach is strongly weighted on the side of what its proponents call "scientific" and its enemies "positivistic" sociology. We do not wish (here at least!) to get embroiled in controversies which the adoption of either label might entail, and our view of the Department, a view about which we have considerable confidence, is not accepted by everyone in that Department. Moreover, there are persons who deviate from the norm. But the norm seems to us - and staff curricula are enough to indicate it - one of orientation towards quantitative measurement rather than towards qualitative "meaningful" sociology; towards the extensive rather than the intensive; the "macro" rather than "micro;" towards the societal or institutional rather than "small group" or interactionist; towards the axiomatic, the propositional and the hypothetico-deductive rather than verstehende or hermeneutic. This image of the Department was, in fact, accepted by many we spoke to.

Rather than proffering judgments about such an orientation, we only wish here to observe that it exists. Such a special style is defensible intellectually, and educationally defensible, too, in that (a) academics ought to have the academic freedom to "do their thing"; (b) especially if they do it well; (c) where it makes for coherence in teaching and research; (d) because there is no virtue in trying to do a little of everything either thinly or unrelatedly; (e) because specialization across the province is reasonable, in intellectual terms alone; (f) above all - and, in our view, primarily and decisively - where expensive installations and services are involved.

There are, of course, other considerations to be taken into account. There is also a pedagogic obligation to expose to students to quite other approaches; students, moreover, have their own rights to receive teaching and to develop their research work within frameworks of thought they find stimulating. The problem is best resolved by making such orientations abundantly explicit in the process of recruiting graduate students. It is an uneconomic and unhappy situation for people to find that they may have to pursue their real intellectual interests outside their official course work, and we did find some (perhaps quite minority) indications of this kind of problem. If specialization of orientation exists in a Department, it should be proclaimed to exist. We would, at the moment, not think the Department a place where a symbolic interactionist or ethnomethodologist would best be advised to go, to take extreme cases - though there may be faculty at Western capable of guiding them, and interested and able to do so.

Graduate Student Work

The full-time graduate student population of 24 in 1971/72 included 8 students with OGFs (all but one with additional earnings); 7 with teaching assistantships alone, and 7 other TAs with additional minor scholarships (less than $2,000) or a research assistantship; 2 were self-supported.

The teaching load was claimed to be high by the students we saw. Most appear to teach three groups of 30 students each of introductory courses (some 6). Preparation, counselling, marking papers, etc., are inevitably very heavy loads, given such numbers. Coping with course papers and essays was described as particularly onerous. This involvement inevitably eats into time available for the student's own work.

To take the Qualifying Year, no less than ten half-courses were required of the student last year. Largely, we understand, in response to student pressure, this has been reduced to eight half-courses. (In the absence of a handbook for graduate students, we had to rely more than usually on word of mouth, both staff and student mouths.) None of the M.A.s moreover, had been M.A.s by thesis. Students doing 10 half-courses toward their own degrees last year, at 2 1/2 (classroom) hours per week, were thus involved in 12 1/2 hours classroom work-hours alone, for each of

two terms. The Qualifying Year is very course-work-oriented, and, students said, examination-oriented, though professors used a variety of modes of testing and assessment, especially in the M.A. year proper. Course work papers were also said to be taxing and staff expectations too high; the "directed research papers," often of 50 or 60 pages - on top of other course work - were cited in particular. Tests and assignments (sometimes weekly) were experienced primarily as yet further loads by the students, despite the salience of the educational rationale to the professor. Finally, the examinations of the undergraduates and those of the graduate student Teaching Assistants were said to be so phased, especially at the end of March and the beginning of April, as to make revision and preparation for the latter's exams difficult. We could add much further detail; suffice it to say, that (a) the course work itself has been over-demanding and may well need further careful consideration (in which graduate student views should be sought rather than emerge as "complaints" or "requests"), (b) teaching loads seem high, (c) the timing of undergraduate and graduate exams creates difficulties for the graduate student, (d) graduate-level examinations and in-course evaluated work may need lightening, or, at least, coordinating as between courses to avoid too great a cumulative weight, especially at certain points of the year.

Students also said that they felt the need for an adviser to guide them in selecting courses "tailored" more closely to their individual needs. At present, they do acquire such a personal adviser after four weeks, but the initial enrolment for courses is handled by a single adviser for all students which, they say, tends to result in their receiving advice of rather too standardized a kind.

One of the consequences of heavy course work, the students said, had been a normal failure to complete examinations by the end of the M.A. year. Only one student finished in the proper time last year; others went on to Christmas or longer. This "drift" has now been checked, but it suggests that loads or expectations may be high, or student calibre or morale low, or some combination of these. If there is anything in such complaints - it is difficult to dismiss them all as mythical, for the reduction of course work from 10 half-courses to 8 alone is recognition that there at least was a problem - it would seem to reflect, once again, the anxiety (and status-insecurity?) of a new institution with staff themselves used to high-powered graduate schools, and determined to more than prove that their standards are high. Faculty are more likely to explain these complaints as typical of "weak students" who, in particular, need to "make up" in Methods, and to say that it is precisely because they need to make up inadequacies of earlier education that they themselves need to be so demanding. The view that the M.A. was a "clearing house" in which "undesirables" were "weeded out" was forcefully expressed by senior staff. This situation seems less than happy, and calls for thought - and action. It would be much less problematic if the confidence in other institutions embodied in the Department's readiness to interchange students with other Ontario universities for teaching purposes were matched by an

increase in the intake to graduate school from universities in which the Department felt confidence, which would, presumably, diminish the proportions requiring the Qualifying Year.

Finally, attention, once more, needs to be given to staff-student contacts. Graduate students desired a room of their own. They had, apparently, no Graduate Student organization within the Department, only at university level. Finances for visitors etc., were very handsome ($4-5,000 p.a.), but no one mentioned a sense of intellectual ferment from such visits and some students (as usual) said many staff tended to be "too wrapped up in their writing" and "bland" in their lecturing. Student representatives are, we note, involved in evaluations of staff as teachers in Tenure and Promotions procedures of the university.

Finally, we note that the insistence on high standards is reflected in the use of external examiners for most M.A. theses and for the planned Ph.D. in every case. An intention to "drive" future Ph.Ds to completion on schedule was expressed.

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INSTITUTIONS AWARDING OR PROPOSING TO AWARD M.A. ONLY

BROCK UNIVERSITY

The Department of Sociology at Brock, which has 8 members and as yet no graduate students, shares with the university a difficulty about offering a sort of education that does not match the expectations of its students. The students are chiefly drawn from the immediate vicinity--the Niagara region--and from families without prior acquaintance with universities. The founding of the university was made possible by an extraordinarily generous campaign by the United Automobile Workers and the United Steel Workers who raised by check-off $7 million. The students come to the university with emphatically vocational expectations but the university (apart from a school of education) has no professional schools, undergraduate or graduate, and offers courses strictly inspired by liberal arts ideals.

The Department of Sociology may be aggravating the difficulty in its own case by insisting upon especially high intellectual standards. Evidently, it is less popular relative to other departments in the university than sociology is elsewhere. We were given the impression that the students have to deal explicitly with theory and methods in every course and are very early made acquainted with exacting methods, at present chiefly quantitative but with qualitative developments underway. "Everyone walks the streets." Even beginning students have been sent out to observe the community, though with strict orders to do no more than observe. A new introductory course has been brought in that does not make such demands; but the former course continues side by side, as do the research requirements of courses beyond the introductory level.

The Department's integration of theory and method within each course at the undergraduate level gives Brock a very distinctive style. Some students who interact with students from other sociology departments where a humanistic as against such an empirical-experimental model predominates feel that "their" department is somewhat "strange" and "different" and are troubled by it. We feel, however, that the degree of technical sophistication in such a department may very well compensate for what may seem a somewhat "unbalanced" style. It might be recommended that special efforts be made in, for instance, a guest speaker's programme to emphasize issue-oriented or humanistic sociologists, thereby giving the students a more varied exposure without changing the nature of the Brock style.

The Department is very ambitious intellectually in respect to its own research and the view that it wishes to present of sociology as well as in respect to its teaching standards. It is a young department, except for one person who has played an effective role in starting up its intellectual effort; it is composed in equal proportions of people trained in sociology, social psychology, and social anthropology; it has the general aim of synthesizing the approaches of these three subjects where they overlap--an aim that the department takes so seriously

as to have sought some new term different from any of the three--to designate the department and represent the aim of synthesis. The synthesis aim has not yet (we gathered) achieved even an approximation to definitive formulation; it is not even clear that it has yet reached the point of generating identifiable new perspectives. But the Department seems to be remarkably close-knit in purpose and activity; it does a good deal of team teaching, carries on some joint research, and its members keep up with each other's projects. It has found a number of openings for research in the region, about which it is developing a data bank. These openings concern welfare agencies and their relations, and perhaps the structure of the new regional government generally. In the latter connection it is regrettable that there is no political scientist on the staff of the university who specializes in local and regional government, though the university does support an interdepartmental urban studies programme. The department is also proposing to give some special weight to the sociology of education. The department notes local opportunities for sociolinguistic research, but reports that in recruiting it has found a scarcity of candidates in this field.

The Department took the opportunity during the planning stage of a new building now nearly finished, of incorporating in the building rather complex and sophisticated facilities for small group observation. Some shifts in research interests will have to occur before more than one or two of the present members of the department make heavy use of these facilities for their research; but it is expected that considerable use of them will be made in instruction, e.g. in training interviewers by showing what their interviewing techniques look like on video-tape.

For the time being, though research activity of a sort that would foster a distinctively stimulating graduate programme seems to be flourishing at Brock, the Department wants to concentrate upon perfecting its undergraduate programme. It proposes to embark on an M. A. programme only in a few years, for which it expects there to be a strong local demand, since it estimates that at present there are 150 to 200 students from the region going to SUNY-Buffalo and Niagara University for M.A. work in sociology.

UNIVERSITY OF GUELPH

		1967-68	1968-69	1969-70	1970-71	1971-72
FACULTY	F.T.	15	17	19	20	19
	P.T.	-	1	1	1	-
MASTERS	F.T.	5	6	14	12	8
	P.T.	1	-	-	2	1

The Department at Guelph has entered a period of reconstruction after two major crises in recent years, which led to the departure of a number of junior men valued by the students and others and to the departure of at least one imported senior man who was to be the international star of the Department. The graduate students who have survived the crises appear to have resolved not to push for resumed participation; it is claimed they will be content to finish their work, get their degrees, and leave. But it is hard to discover how general this feeling is: the graduate students currently see very little of one another (there is no common place of resort at which they gather informally and several live at considerable distances from the campus) and no one can claim to speak as their representative.

The feeling voiced by some students that the Department is unstable reflects accurately enough the recent history of the Department, as does the impression that the upshot of the crisis was to leave the department in the hands of its original founders, with all its attempts at staff development wiped out for the time being. However, the setback appears to have been much more quickly remedied than the students yet allow: seven new appointments have been made, of junior men, for 1972/73; and they seem remarkably promising, with a variety of good training and special competences in theory, methods, and problems of national development; they even include one of the rare people to be found in Ontario specializing in political sociology.

There is strength, too, among the continuing members of the Department. One of them is a relatively senior man who has given a substantial amount of intellectual leadership to the Department, taking a leading part, for example, in the Huron County project, an interdisciplinary study of social change in rural Ontario. The Department of Sociology invented the project

in response to a call by the university for some interdisciplinary project within the Faculty of Social Science and the university has put upwards of $20,000 of its own research funds into it. At least three other members of the Department are pursuing studies connected with the project, which answers very closely, of course, to the announced intention of the department to emphasize in research and graduate work "the study of rural/urban development and social relations."

The Department is inclined to repudiate the epithet "rural sociology," both because it believes this term falsely suggests a branch of sociology with methods of its own and because it believes it is futile to separate the study of rural areas (the source, for example, of migrations) from the study of cities (the receiving areas). Yet it does claim that researchers from Guelph, with its history of concern with agriculture, get a more helpful reception from rural people than researchers from other universities can count on. In this and other respects the department indicates that it is ready to capitalize on the special history of the university.

Little or no reference was made, in our discussions with the Department, to the other fields proposed for emphasis in the Department document on "Proposed Future Strength and Graduate Programme Development": complex organizations and the nature of work therein; social deviance; small groups. There were indications from several quarters of special interest in adult education, which is not only strongly pursued by the university as part evidently of its tradition of service to rural Ontario but is studied theoretically by a special department (the Department of Extension Education), in which two full-time sociologists are employed. One member of the Department of Sociology has had a great deal of experience with the continuing education office of the university. Another, newly joined, with advanced competence in computer methods and other aspects of methodology, has studied adult education and has a continuing interest in the subject. Two other members are also interested in the sociology of education; and this field, with a special bent toward adult education, would seem to be (next to rural/urban development) the most promising field for departmental specialization.

The Department has not abandoned hopes of starting a Ph.D. programme, but anticipates that it has the best chance of doing so either in collaboration with departments of sociology at other universities (cf. the joint Guelph/McMaster Ph.D. programme in philosophy) or with other departments in its own Faculty as an interdisciplinary Ph.D. programme in social science. However, the university administration is likely to move cautiously in this connection, since it is firmly committed to maintaining Guelph as an undergraduate university with maybe a 10% graduate enrolment.

Special note might be taken of the Department's use of visiting speakers: a number were brought in a couple of years ago not merely to lecture, but to help the Department plan its effort in the study of "rural/urban development". In 1972/73, there will be six visitors each of whom ordinarily stay for a week to foster sustained discussion on a variety of topics (methodology; early 19th Century social theory; rural sociology; etc.)

LAKEHEAD UNIVERSITY

Our visit to Lakehead was somewhat less rewarding than it might have been owing to the fortuitous absence of a number of faculty members from a Department which is, in any case, small. There are, for the 1972/73 academic year, eight faculty members present on campus and one on leave. A somewhat smaller staff has had, in the recent past, to cope with a demand for sociology which has risen from a course enrolment of 402 in 1967/68 to 1,244 in 1971/72 (a downturn from 1,434 in 1970/71 due to the overall decrease in University enrolment). Sociology majors have increased from 20 to 209 over the same period; Honours students used to number some half-dozen annually; however, this has increased to 36 in 1972/73.

These are heavy teaching burdens. Sociology is a popular subject, ranking third among Liberal Arts Departments in enrolments. Faculty members and administrators we met agreed that the Department was understaffed for present needs, let alone an M.A. programme, and that no less than four more, preferably senior, members should be added to the faculty over the next four or five years.

Projected enrolment for the M.A.'s is as follows:

	1973/3	1973/4	1974/5	1975/6	1976/7	1977/8
Full-time	-	4	5	8	12	16
Part-time	-	4	6	8	10	12

More recent estimates by the Department Chairman, made in late 1972, suggest that these figures underestimate greatly the number of potential M.A. students, which might be as high as 20-25 starting in 1973/74.

To support an M.A. programme, considerable library development is also needed in every "core area" other than "Social Organization and Social Change":

Library Holdings in Sociology by Core Elements

Core Element	Monograph Titles	Serials Titles
Strategies of Enquiry	11%	57%
Interpersonal Relations	20%	40%
Social Organization and Social Change	64%	98%
Social Ecology and Demography	11%	26%

Lakehead thus seems to have a strong undergraduate base for an M.A. programme. Given more staff, the undoubted local demand for M.A. courses could be met, a demand coming from not only sociology majors but also social workers, prison employees, teachers, probation officers, etc., rather than from prospective future scholars intending to work eventually towards the Ph.D. elsewhere. The emphasis would, therefore, be on "applied" offerings, at least initially, and the present staff, with interests in addiction research, criminology, medical sociology and nursing education, recreation and leisure time, and problems of ethnic groups and Canadian Indians, would seem to be well-equipped to meet these needs. Future "service" M.A.s could require some strengthening of staff specializing in Canadian society.

The M.A. is also needed in order to mitigate the sense of intellectual and social isolation of the staff themselves. The University has taken steps to overcome this difficulty by cooperating with nearby U.S. universities, notably the University of Minnesota at Duluth, only 190 miles away, as part of a consortium of Lake Superior Universities, now under formation, which will include state and private universities and colleges in Minnesota and northern Wisconsin. The consortium would, it is hoped, share the expenses of concerts and public lectures, and provide a natural framework for conferences, joint research projects, and perhaps joint visiting professorships, as well as making available access to additional library resources.

Given the unique location of the University and the local background of its prospective graduate students, it seemed to us that, over and above a mere "service" M.A., or a mere assemblage of discrete specialisms, the Department's work might gain from being articulated around a theme such as "the Stable Frontier". We appreciate that although Thunder Bay inhabitants do not always appreciate being thought of as living on the frontier, this theme would relate to central issues in classical North American, Latin American and European social science, as well as providing a possible comparative prospective similar to the "North Atlantic" orientation to Scandinavia of Newfoundland anthropology. Much of the earliest research in sociology done by Canadians has been conducted on groups in outlying regions. Some of the work of S. D. Clark, in particular, involves an effort to conceptualize the concept of the "frontier" as a type of community with its own distinctive problems and conflicts. The Northern Ontario "frontier", however, contains very modern elements: tourism, diverse ethnic groups, new settlement-growths in the bush, and so forth, and is thus related closely to the development of the wider Canadian society.

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LAURENTIAN UNIVERSITY

The composition of the student body at Laurentian is much like that of the student body at Brock in respect to educational expectations, but since Laurentian has an array of undergraduate professional schools there is not the same conflict of expectations. Large numbers of sociology students at Laurentian are to be found in introductory courses that service the professional schools (physical education, social work, nursing, commerce, engineers, school of translators).

The Department, with 9 members in 1971/72, is only 3 years old, though bachelors' programmes in sociology were offered within the department of psychology a few years earlier. It is composed of sociologists and anthropologists, who seem on good terms with one another, but who consider themselves to fall into separate and parallel divisions of the Department. All members strongly identify with the University as a democratic venture.

Both divisions, sociology and anthropology, are strongly committed to making a success in their own offerings of the Laurentian experiment in bilingual education. The Department needs more francophone staff for this purpose and it needs to attract more francophone students into francophone classes. A crucial factor affecting the last point is whether the students have had a continuously francophone education before entering the university. During the next few years, the university will for the first time begin receiving francophone students from the region who have had the opportunity to complete high school in French. The next few years will thus be crucial for bilingualism at Laurentian, since if these students cannot be attracted into francophone classes, who can?

The anglophone members of the department seem to have settled into the Department and the University happily enough. There has, however, been a high turn-over of francophone members. In respect to recruiting francophone staff, the Department has not only its geographical isolation as a difficulty; but also a difficulty (shared with the University of Ottawa) in competing with the the Federal civil service, which currently offers francophone sociologists much handsomer salaries. Moreover, the understandable preference given to bilingual candidates has led to a strong representation in the Department (unusual in Ontario, except also at Ottawa) of professors with Continental training (at Laurentian, training at Leiden, Paris, Prague). There are some anglophone members of the Department with North American training, but not enough, in numbers or interests, to assure the department of frequent communication with departments in southern Ontario, from which the Laurentian Department does in fact feel cut off and which it is inclined to view as belonging to an American sociological network.

The Department is resisting pressure from the university administration to set up an M.A. programme. It wants to make sure of making first a maximum effort for bilingualism in the undergraduate programme--an effort that in its mind must extend to offering an honours degree curriculum in French as well as in English. But it expects to be beginning to offer the M.A. in 1975/76 and contemplates offering students opportunities to stress (1) regional

studies (in co-operation with history and geography) (2) philosophy of the social sciences (3) sociology of knowledge (4) biosocial systems; in conjunction with these special fields, or perhaps as the main ingredient of a further special field, it would offer work in advanced theory and methodology. The Department wishes to avoid the extremes of "ethnomethodology" and "abstracted empiricism." In the main its emphasis is humanistic, with nevertheless an interest in field research exists.

There are some community studies underway in the hands of members of the Department already, but little as yet seems to have been done to study the peculiarities of Sudbury as a one-industry town; or to study (demographically or sociolinguistically) the special characteristics of the local population. In both these connections and others, it would seem that the Department could strengthen its work (and simultaneously overcome its isolation by inviting specialists from southern Ontario universities to join with it in setting up and carrying through research projects.

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UNIVERSITY OF OTTAWA

The Department of Sociology at the University of Ottawa has grown at a slower rate than many other departments in the province: from 9 full-time members in 1967/68 to 13 in 1970/71 and 1971/72 with a fluctuation of between 5 and 7 part-time members over this five-year period. The numbers of full and part-time M.A. students have grown rather more rapidly: from a combined total of 15 in 1967/68 to 44 in 1971/72. The undergraduate base in Honours Sociology has increased from 30 to 52 in the same period.

Though it offers the compulsory courses in the undergraduate core in parallel in both languages, advanced courses and the optional courses needed to fill out undergraduate majors are for the most part given only in French; and the staff (even the few of anglophone origin) of the department is self-consciously committed to an emphatically francophone programme. Like Laurentian, it has had a lot of trouble trying to attract francophone faculty from Quebec (though judging by the substantial number of Quebec applicants for jobs in 1972/73. the Department considers this trouble may be on the decline). Unlike Laurentian, which has tried to cope with the problem by hiring bi- or multilingual people with a variety of Continental training, Ottawa has recruited a number of people from Belgium or trained in Belgian universities, most of them with experience also in the Congo; the chairman of the department when we visited it was a Belgian with such experience. The French-Canadians in the department form a self-conscious minority. Both they and the Franco-Ontarian students in the M.A. programmes are inclined to rebel against the Belgian professors as rigid in manner, and limited and irrelevant in training (and also as tending, consciously or not, to upstage the local francophone in accent and linguistic style). The students at least want a good deal more fully developed links with American sociology since they feel that they have more in common culturally with American sociologists and the subjects studied by American sociologists; they also want to be surer that their Ottawa degree will be given full recognition in Canada and the United States.

Another discrepancy between the composition of the Department and the demands upon it--though not one that causes so much unhappiness--lies in the fact that the Department (though perhaps understrength in bread-and-butter quantitative sociology) is exceptionally well qualified to treat (1) the sociology of religion and (2) the process of national development, in particular in Africa. There is, however, strong student resistance to giving special weight to the sociology of religion; evidently the whole university is trying to live down its religious past. The fund of expertness on Africa strikes the students as quite as remote from their needs as the fund of expertness on Belgium.

The plan which the Department has arrived at (as part of the overall planning process of the Faculty of Social Science) of emphasizing the study of Franco-Ontarians as an example of a minority group answers well to the feelings and requirements of the students. It perhaps does not answer so well to the qualifications of the staff. However, several people on the staff have begun local studies which connect up with the Franco-Ontarian theme. Moreover, Professor Vallee of Carleton has generously offered to turn over to the Ottawa Department his project of studying francophone groups in Ontario, together with the materials so far accumulated by this project.

This emphasis on Franco-Ontarians specifically and minority groups generally, while basically agreed to by the students and a core of faculty, raises a certain anxiety about the transferability of the degree to other universities for higher training. If this general emphasis is not defined in a mechanical way--and it should, of course, not be--such fears should prove groundless.

There are some other points of contact with Carleton, and an opportunity of some importance (since Ottawa has a medical school, which Carleton does not) for the two departments to join in pursuing medical sociology; but so far not so much interdepartmental co-operation as might be hoped for. The Department has special strength in the philosophy of social science (as does Carleton, though not in a way that links up especially easily with French currents) and its Continental affinities in other respects as well as its bilingual and francophone characteristics, should make communication with the Laurentian department especially stimulating for both. Little, however, has been done to promote such co-operation; perhaps some special financial support is needed.

The Department has been quite successful in enlisting specialists from the Civil Service as part-time supporting personnel. It has equally managed quite well in obtaining for a substantial number of students summer training in various research sections of Federal Government Departments.

A general malaise, voiced quite unanimously by the graduate students, concerned the difficulty in getting sufficient assistance in devising appropriate research methodologies to carry out their research projects. This is a problem not at all uncommon in other departments especially where the student's research is not carved out from a large-scale project. Sociologists who are both very sophisticated in methodology and very patient in assisting individual students in setting up their research strategies are a rather rare breed. Some strengthening in this area, if possible, would, however, be most useful.

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QUEEN'S UNIVERSITY

The Queen's Department of Sociology contained 14 members in 1971/72, one of them part-time. The Department has expanded rapidly since sociology was first introduced at Queen's in 1962 and especially since an undergraduate Honours major was established in 1967. The Department plans to begin graduate work in September 1973, with an M.A. programme.

In several respects the personnel of the Department is distinctive among Ontario departments of sociology. It includes a lower proportion of Americans--2 out of 14--than any other department in Ontario with the exception of the wholly or partially francophone departments at Ottawa and Laurentian, although several of the Canadians and Asians, as well as one European, hold doctorates or ABD's from American universities. The Department contains four Canadians, only one of whom is a senior faculty member with long tenure at Queen's, three South Asians, three Englishmen, and two continental Europeans. In its written presentation to the Discipline Assessment Group the Department stressed the "multi-cultured backgrounds" of its members as giving it special advantages in studying comparative social change and development, economically-dependent societies and cultural pluralism. Several department members have published and are still carrying out studies of foreign societies and of the acculturation of immigrants and native Indians within Canada.

Yet the diversity of national backgrounds in the Department is somewhat deceptive when one discovers that no less than six faculty members received their doctorates from a single American university: Cornell (although it should be noted that not all were from the Department of Sociology at Cornell, where there are several other departments of an inter-disciplinary nature including sociology). Two members hold doctorates from London, two are ABD's from Berkeley, and there are single doctorates from Bonn, Essex, and the Australian National University. There are no degree-holders from Harvard, Chicago, Columbia, Michigan, or Wisconsin--with Berkeley the most "distinguished" departments of sociology in North America, according to the ratings of the American Council on Education--nor are there any doctorates from Canadian universities represented on the Department's roster of members. Thus the range of sociological experience within the Department as indicated by where advanced degrees were received is not actually very great.

Acknowledging the relatively small size of the Department, it is somewhat surprising to find such lack of breadth in a University with so distinguished a reputation, particularly in the social sciences, as Queen's. The Department is not perceived as a notably strong one by the Queen's Administration. The administrators to whom we spoke, as well as the Chairman of the Department, expressed a firm interest in strengthening the Department by adding new faculty at a senior level--a widespread ambition among Ontario sociology departments--and several well-known names were hopefully mentioned as prospects.

However, the Department with its diversity of national backgrounds bears scant resemblance to a harmonious, pluralistic (if partly mythical) Switzerland. Objections were raised by several members to the allegedly exclusive German theoretical orientations of the European members of the Department, objections which curiously resembled the complaints made by students rather than faculty members in the quite different setting of the University of Ottawa. There is also a strong current of Canadian nationalism in the Queen's Department directed not so much against the few Americans in the Department as against the allegedly prevailing view in the Department, the University, and in Canadian sociology at large that Canadian sociologists are "second-class citizens" in their own country unless they hold doctorates from the leading American graduate schools, and that American theoretical perspectives and research models are the most highly valued. The Canadians in the Department, though proportionately more numerous than in most other departments in the province, seemed more anxious than elsewhere about their status as Canadians in a field that includes so many American practitioners in Canada. The Europeans in the Department were highly sensitive to the Canadian nationalism of some of their colleagues and tended to see it as the defensive reaction of non-productive people some of whom had yet to earn their Ph.D.s.

Several members of the Department are taking advantage of the Kingston location to study prison conditions, crime, and the role of the military in Canada. The sociology of education, the sociology of knowledge, political sociology, and rural sociology are also areas in which one or more department member has published and is currently engaged in research. As in the case of Carleton, political sociology is not perhaps as strongly represented as one might hope it to be in view of the reputation of Queen's for close ties with the top federal civil service, the fact that the senior member of the Department, the first man to teach sociology at Queen's, has been a pioneer researcher in the study of Canadian elections and voting behaviour, and the fact that sociology was first introduced within the Department of Political Studies at Queen's. The presence of several people in the Department interested in rural sociology, including the study of rural communities and peasant cultures outside of North America, is unusual among Ontario departments, partially reflecting the Cornell influence, one surmises.

The written presentation submitted by the Department to the Discipline Assessment Group cogently criticized and failed to comply with the ACAP request for the division of faculty members' time among the four "core elements" of sociology. A preamble to the submission of the information requested argued very effectively against exclusive concentration in the assessment on areas of specialization within sociology, asserting the essential unity of sociology, the degree to which the work of major theorists has cut across many substantive areas, and the impermanence and frequent redefinitions of the various fields within sociology. This was the same general point of view that we had previously encountered at McMaster. The Queen's presentation included one of the most lucid and impressive discussions of sociology as a field that we received.

In the Department's written presentation on future plans, the hope of introducing a Ph.D. programme within five years was expressed. This

does not seem to be a feasible prospect to us at the present time. The Department is too thin in the range of fields covered and in the theoretical approaches it offers, it is too internally divided, and lacks leadership by established scholars. This judgment appeared to be shared by the Administration. There is no reason to doubt, however, the Department's capacity to successfully carry out an M.A. programme.

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TRENT UNIVERSITY

The Trent Department of Sociology is anxious to start an M.A. programme in the near future (in two or three years), but has not yet done so. At the present, the Department has concentrated on developing quality undergraduate teaching. The emphasis upon 'quality' undergraduate teaching, especially in the Honours programme, is given effect by means of small classes, seminars and the supervision of individual work. All Honours students, and about one-half of all students, carry out independent research projects. The Honours school is small (five currently; five to ten in the next few years), and the M.A. is unlikely to be introduced before 1975 or 1976. (The Librarian is of the view that some prior strengthening of library resources is called for.) The emphasis on small classes and the absence of teaching assistants in view of the lack of a graduate programme has resulted in heavy and demanding teaching loads for the faculty.

Problems of staffing have preoccupied the Department, which wishes to expand from its present size of 12 full-time and 3 part-time members before introducing a graduate programme. As at other Ontario universities whose sociology departments have experienced recent and rapid growth, the Trent Department is particularly interested in strengthening itself at the top through senior appointments. Much thought and effort have gone into the selection of faculty in the interests of selecting a stable and congenial group capable of working together on joint teaching efforts, the development of innovative courses, and on interdisciplinary projects encouraged by the University (particularly in Canadian Studies). The consultants were informed on arriving at Trent that the appointments of no less than four faculty members in the Department of Sociology, one of them a full professor, had been terminated at the end of the 1971-72 academic year. Clearly, the Administration and the senior members of the Department (one of whom is the Dean of Graduate Studies in the University) have worked very closely together in trying to create a core faculty in sociology that will conform to the University's chosen emphasis on Canadian studies and its selection of an "elitist" Oxbridge model of undergraduate education.

In accordance with the University's choice of this model as opposed to opting for a vocational or servicing role, the Department of Sociology has avoided involvement in research projects and servicing activities in the local community - in rather striking contrast to, say, Windsor or Lakehead among other non-Ph.D. granting Ontario Departments. This quite evidently the result of deliberate choice. The Department has elected to stress Social Theory as a major area of concentration, defining theory as a critical concern with "basic" ideas in sociology. Several younger faculty members have strong interests in Marxist and neo-Marxist thought, in "conflict" theory, and in change, modernization, and revolution in developing

countries (there are Department members with area interests in both Asia and Latin America). A critical attitude towards perceived "orthodoxies" in contemporary sociology, meaning largely structural-functional theory, natural science models for sociological inquiry, and conventional quantitative methodology, appears to predominate. Although the Department has been directed in its growth by several senior Canadians whose own past work does not appear to reflect these orientations particularly, they, as well as the younger men, evidently share the aim of encouraging a critical and selective stance towards contemporary sociology with an emphasis on such macro-sociological "big problems" as imperialism, revolution, political conflict in Canada and elsewhere, and the role of military elites and institutions in the modern world.

Whether the present faculty, which is heavily weighted towards younger men who have just received or are about to receive their doctorates, is capable of fulfilling at a high level this ambitious and demanding programme remains to be seen, although their number includes several very promising young scholars with degrees from both major English and American universities. One might also question from the standpoint of the interests of prospective graduate students whether it is advisable to go quite so far as the Trent Department in underemphasizing coventional "bread-and-butter" research-oriented sociology, as well as more traditional theoretical perspectives. A quarter of the students come from Peterborough and the vicinity in addition to substantial numbers from Ottawa, Toronto and Montreal. Local students would, therefore, have to adapt to a programme designed to relate to large-scale processes rather than to respond to local issues and problems. Trent University's general emphasis on encouraging an educational "dialogue" on great ideas and their special relevance to contemporary Canada is valuable, but there is a possible danger that the role of the Department of Sociology in such a dialogue might appear one-sided in the absence of a wide range of different points of view. Yet the <u>elan</u> of the present Department is impressively high. Factional strife and personal tensions appear to be lacking.

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UNIVERSITY OF WINDSOR

Sociology teaching began at Windsor in 1956; a Department as such was instituted in the same year as that of the emergence of Windsor as an autonomous university: 1963. It has attracted a large undergraduate population, teaching over 2,000 students, over 1,000 of them in first-year Introductory Sociology, and with a growth of third-year Majors from 1 in 1960/61 to 24 in 1966/67. M.A. enrolments rose from 4 in 1967/68 to 19 in 1971/72, and an intake is planned of 12 in 1973/74 and 15 the following year. The M.A. is a two-year programme so that a student who has taken both degrees at Windsor (as most have hitherto) will have spent five years in the process, and thus have spent the same number of course-years in sociology as the more usual 4-years-B.A.-plus-1-year-M.A. student. Windsor faculty number 23 (16 sociology and 7 anthropology) and are well-qualified. 15 curricula of these and two other recent members were available to us: no less than 12 had Ph.Ds from well-known universities, mainly in the U.S.A. Wayne State was the university supplying most (4), but this natural historical connection is very much less strong than it used to be, and a particular sensitivity to the problem of maintaining a Canadian identity was not surprisingly found in this university, located as it is across the river from Detroit.

In 1971/72, 3 graduate students held OGFs; 1 another major scholarship; 7 teaching assistantships only; and 3 were self-supported.

The Department's contribution to the community is as marked as its rapid growth. Its location in an automobile city naturally led to an initial development of industrial research, but now positive relationships have also been built up with the high schools and Police Department, and undergraduates and graduates alike are encouraged to study the community around them. Wider studies of Canadian social structures and of immigration have also developed and recent thesis topics reveal a remarkably wide range of interests. Though some staff members thought the graduate intake to be of moderate quality, other universities appreciate Windsor graduates, some of whom have gone on to Ph.D. work, mainly at Toronto and Waterloo. One is now on the staff of Western Ontario. There has also been (limited) faculty interchange with McMaster and with Quebec universities, and in individual contacts with London (U.K.), Groningen and St. Andrews abroad. There is faculty strength in industrial sociology, organization, the Family, and in Women Studies. Internally, there is cooperation in teaching and or research with the Departments of Engineering, Social Work, Theology, Geography, Industrial Relations, Physical Education, Law, Business Administration and Nursing, among others.

The Department, though smaller than some others in Ontario is, in fact one of the largest at Windsor. Its members are all on Graduate Faculty. It has - which may not be adequately known in other sociology

departments - very good computer facilities, including programmes, and unlimited time on the machine, which is even used by undergraduates in their courses. Teaching is strongly oriented to doing sociology, methods and techniques, especially quantitative; statistics, demography, and participant observation locally, are all central in both undergraduate and graduate work at every level, and project work, including field work, is normal, as is the use of workbooks in class.

Money for most purposes, however, is in very short supply. We constantly run up against this basic problem in the Department. Great ingenuity has been exercised, and great economy, e.g. in attracting visiting speakers on the lowest budgets for such purposes we encountered (though the Department received $1,000 last year, following a year in which nothing had been provided); in borrowing or otherwise acquiring data-sets; in devising an excellent, cheap small-groups laboratory; in utilizing video facilities on campus etc. Nor was the range of courses (itself a function of staff numbers) as wide as the staff would wish. The rapid growth of anthropology within the Department has ceased. Since one-third of the staff are anthropologists (7), the suggestion that the Administration does not appreciate anthropology, because of its peculiar needs (such as the need to carry out fieldwork overseas in the summer) or because it is a minority in the Department, is unconvincing.

The reasons why, despite the size of the Department and its achievements, the Department has not attracted support for some of its recent initiatives in part lie in an absolute university-wide shortage of finance. We were told that only 5 or 6 appointments to the staff were made in the whole university last year. We are at a loss to understand why, nevertheless, given provincial funding formulae, the Department seems quite so poverty-stricken, though we know that BIU income is not necessarily, by any means, "earmarked" for Departments which generate it.

The more serious reason, probably, is a lack of confidence in the Department engendered by the state of internal schism within it. In part, this falls along the obvious line of cleavage, anthropology vs. sociology, but in part it does not, for the anthropologists are divided, some desiring autonomy, others the retention of the sociology connection. In 1972, the departmental council supported by a large majority vote the Anthropology Committee's request to the Administration for separate Department status. This move was eventually overturned by the Administration. Friction and frustration have been severe and vast amounts of staff time consumed, but there is hope that the crisis is past its peak. Until it is resolved, it is unlikely that positive proposals (for "seed money" for research projects; the importation of visiting francophone faculty, even hopes of becoming a third francophone university in the province, etc.) seem unlikely to be treated seriously by the Administration.

Similarly, complaints by the Department that Departmental level staffing and tenure decisions have not been accepted by the University, or that they are not adequately represented at the higher levels of the University,

may be both true and understandable. But they are not entirely understandable, for even a divided Department of this size has to be attended to, and we were told that one unanimous decision had been reversed by higher authority. Clearly, the Department must resolve its difficulties. It must learn to accommodate; or it may split (as a majority wish); or, at worst, those who cannot accept either and feel themselves to be permanently disadvantaged might simply have to think of moving. Equally, the Administration ought to launch initiatives towards resolving the problem, and not stand by while a Department with a good teaching and research record is undergoing difficulties.

Finally, even if this situation did not exist, we regard the idea, expressed in the Department documentation, of developing a Ph.D. programme by the second half of the decade, as most unreal at present, although there is apparently no consensus on this within the Department. We are sorry to have to speak of painful matters; we do so because we believe that expressing them openly will help to get them solved, since a good working Department such as this has the potential to go much further.

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C. GENERAL FINDINGS

1. Degree Programmes

We indicated earlier that the quality of sociological teaching and research in Ontario universities was good; that there were no bad Departments and, as yet, none that had fully established an international standing as centres of high-grade and plentiful research. Hence there is no question, in our view, of removing any existing programmes, either M.A. or Ph.D. As far as the introduction of new programmes is concerned, the University of Western Ontario is currently being assessed for possible recognition as a Ph.D.-awarding institution. We assume that, on its merits, this application will be successful; thus we reckon on there being six institutions giving Ph.Ds in sociology. Though we think all six programmes can be carried on in good order, we think that there is no case for adding further to the number of institutions awarding the Ph.D.

Indeed, no serious intention of so doing was expressed in any of the plans by universities at present with only M.A. or undergraduate programmes, with the exception of a general aspiration to the Ph.D. expressed by Windsor, Guelph and Queen's. In sum, it seems to us that the existing institutions awarding M.A.s should continue to do so, but that economies of scale and resources - human, capital, infrastructural - suggest that effort should be devoted to improving the programmes, and the through-put, at the six Ph.D. centres already existing or (with Western) in view. Nearly all of them, as we have shown, need improving in many respects, and output is very low at present. Some of the M.A. Departments (e.g. Brock, Guelph, Queen's, Trent) have or are likely soon to have a substantial number of people well-qualified to take part in Ph.D. programmes; we think their talents should be made use of, at the very least by coopting them to serve part-time in existing Ph.D. programmes nearby. Possibly interdisciplinary Ph.D. programmes (which have been entertained at Guelph and Queen's) would make sense where additional programmes in sociology would not.

The introduction of M.A. programmes is planned at Brock in 1975, Queen's in 1973, Lakehead in 1973, Laurentian in 1975, and Trent in 1976. We do not recommend any limitation on the introduction of new M.A. programmes in those places which plan to introduce them. In many cases, the M.A.s will be taken by local professional or semi-professional people upgrading their occupational qualifications; in other cases, they will represent natural stopping-places in the formal pursuit of self-educational interests; and in all these cases no over-supply problem will result. We recognize, however, that precautions need to be taken against having too many people take the M.A.s with vocational ambitions and then finding themselves underqualified.

As far as styles of programme are concerned, we would not presume to intrude into what must be a matter for our colleagues in the respective departments, since we are confident that all departments we visited are capable of operating at standards which the sociological community elsewhere would regard as respectable and are therefore capable of producing their own sound plans, as far as the content of education is concerned. We applaud the existing variety in styles and refrain from suggesting any concentrations on particular "styles" or research at particular campuses. Most departments, in any case, cover a broad front of sub-fields and approaches, even if there are grouplets within departments that identify as grouplets with this or that "school" or with particular sub-fields. Where (as at Western and McMaster) there apparently are distinctive collective orientations, these have not been carried to the length of excluding a reasonable amount of attention to other approaches. Nor, given the small number of departments and their mostly still quite modest size, would concentration be advisable, since the smaller departments at least would be hard put to it to offer adequate "coverage" of the great variety of sociological specialisms were they to adopt a policy of specialization; and every department, including the small ones, has to operate on a broad front to discharge its undergraduate obligations. Finally, on this point, we think it bad for the discipline if the various types of sociologist cease talking to each other, and any kind of "specialization by campus" would build in a tendency to reduce communications.

Our position, then, is that "rationalization" in sociology is not to be achieved through specialization by campus. However, we do not think it desirable to reduplicate expensive infrastructural or other facilities where this can be avoided; for example, very expensive computation facilities such as hardware, programmes, data-banks, etc. The computation facilities are generally not the peculiar property of sociology departments, but are shared with the other departments of their universities. Though the initial phase of high capital expenditure upon the installation of computers is over, there is an increasing tendency towards renting computer time, which will clearly be a continuing expense but one often borne by the University as a whole. However, the free availability of time on the computer is increasingly being replaced by either an allocation of "computer dollars" to specific departments, or by an allocation, costed in real dollars and charged to departments. In the latter case, if departments do not spend money on computer services, or for their own university's computer services, that portion of the budgets earmarked by departments but not spent does not accrue to the university computing centre, so the cost of having the facility available could well become a strain on central budgets were departments collectively to underuse the services available. The leading examples of a sort of facility peculiar to sociology departments are audio-visually sophisticated facilities for doing small-groups research; in some universities these are allotted to the psychology departments, but Brock, York and Scarborough College of the University of Toronto do have

expensive facilities assigned to their sociologists; and we think these should not be further multiplied, especially since there are other, complementary approaches to be exploited in small-groups research. The concentration of special staff and records in the York Institute of Behavioural Research is also something that should not be multiplied, while the open cooperative attitude of the Institute toward researchers outside York continues. We are thinking especially of the Survey Research Centre as something very valuable and best not multiplied, both because of the out-of-pocket costs of doing so and because the advantages of concentration and continuity would be lost. There is a strong case, in fact, for making sure that the overhead costs of this facility are borne on a province-wide basis, and not left to York University to bear out of its own research funds.

Apart from these special considerations, then, and the equally special case of demography, we wish to make no recommendations concerning specialization of interests, save to say that, as discussed at several places above, we think that there is often too much looseness in counselling students about the set of courses they take. We found this at the level of undergraduate Honours students, and at M.A. and Ph.D. levels as well. The opening of students' minds by ranging across disciplines is excellent; nor should the graduate student be confined to a single discipline. But the courses selected should be interrelated more than they often appear to be, at least to some of the students we talked to. "Cafeteria" conceptions may be more appropriate for certain kinds of undergraduate education. Graduate work calls for intellectual systematization (which is not the same thing as narrow specialization, though this is one kind of systematization). In particular, we found too many instances of graduate students whose training had omitted exposure to quite major theoretical and methodological orientations; these omissions seemed to have been due most often to a misplaced permissiveness on the staff side, and a misconceived student notion of "self-development," on the other, rather than to limited competence on the part of the departments.

The inefficiencies with which graduate studies are currently being conducted can be seen without invoking any distinctive conception of the Ph.D. They are, chiefly, (1) allowing the M.A. year to stretch out to two or more;* (2) allowing Ph.D. students to stretch out course work and the process of taking comprehensive examinations into the third or even fourth year after the B.A; (3) after failing to bring the students to the point of beginning work on their theses at the end of the second year, failing to distinguish between theses that can be done in a year's time and those which, because of the nature of the research called for (e.g. fieldwork projects) will almost surely take much more time and require specially extended support. Support (which, admittedly, the departments cannot contrive by themselves) should in the latter cases include subsistence for the students and funds to pay the costs of the projects.

* We heard, to our horror, of 70 to 80 page term papers left over from the academic year to be written during the summer. Demands from professors and competition among students leading to such results should be brought under rational restraint.

A reformed schedule that would bring students to the point of beginning work on their Ph.D. thesis two years after the Honours B.A. would imply abandoning stretch-out features that students themselves have asked for. We think they were misguided to do so, though we believe they had to cope with inordinate demands from the faculty respecting the scope of comprehensive examinations. Students should expect faculty to bring them along faster; faculty should expect students to move more quickly.

2. Co-operation

We do, however, wish to impress upon the Departments our low opinion of the state of colloquia-activites at most institutions, both those involving internal and external speakers. This needs rectification not just by action on the part of each individual Department, but collectively. We draw the Departments' and the discipline group's attention, therefore, once more to the suggestion in the "Vallee Report,"* that three groupings - Eastern Ontario (Carleton, Ottawa, Queen's); the Toronto region (Toronto, York, Trent); and Western Ontario (McMaster, Waterloo, Western, Windsor, Guelph - to which Brock should now be added) should be constituted, not necessarily via any cumbersome bureaucratic machinery, but rather in terms of working relationships.

Lakehead and Laurentian would have special difficulties in entering the relationships mentioned, corresponding to their special problems - distance aggravated in the case of Laurentian by differences in training and background - in forming approximations to such relationships on their own. But both are Ontario universities serving their regions in ways that could not be undertaken from a distance. If the province and the provincial system of universities take seriously the fact of affiliation, they should be ready to make special efforts to connect up with these remoter sisters - exchanging professors, starting up joint field projects, etc. Again, if the enterprise of carrying on bilingual universities is to succeed, Laurentian deserves special consideration on this score too (we were deeply impressed by the commitment of the Department of Sociology and Anthropology there to the bilingual enterprise). In particular, the natural affinities with the University of Ottawa, which itself needs special support for its bilingual effort, need to be fostered. We commend also the University of Toronto's initiative for liberally inviting Quebec sociologists to give lectures and present seminars in the Department.

Over and above the special needs of the bilingual institutions, the habit should be developed of thinking of sharing costs and sharing advantages, notably those associated with inter-university colloquia, speakers' programmes (especially extra-provincial speakers), mutual recognition of each others' standards for admission purposes, the sharing of expensive infra-

* Frank Vallee, Demand and Supply for Sociologists in Ontario Universities, report submitted to the Committee of Chairmen of Departments of Sociology in Ontario, 1968, pp. 18-20.

structural resources, the exchange and circulation of graduate students, the contribution of specialists to teaching, supervision and examining in other departments, and so forth. We regard the institutionalization of external examining, both at the dissertation stage and at the stage of comprehensives, as particularly important in maintaining common and high standards. It is important that the skills of faculty adequately qualified to teach at the Ph.D. level, but who are employed in non-Ph.D.-awarding institutions, should not be underemployed, and, indeed, their own academic development should be fostered through being involved in advanced teaching and research. We recommend, therefore, that such faculty should be made use of in the Ph.D. programmes of nearby universities, on a part-time basis. This would be, overall, an economic husbanding of provincial "social capital." It would, of course, involve some financial provision on the part of the sharing institutions for the movement of such teachers between the universities.

Again, the instituting of conferences of teachers and researchers on a provincial basis, or within the suggested "zones" of Ontario, as well as provision for visits between institutions of colleagues working in cognate spheres who need to consult each other or even to cooperate in joint projects, would require financing. Finally, the enhanced role of the discipline group in collectively maintaining an over-view of provincial sociological activity, might similarly call for some additional financial and infrastructural support, though the existing pattern of provision of such support by the COU office might be adequate for the last mentioned proposal.

Lest it be thought that financial provision of this kind would constitute an additional burden on university finances, we wish to point out that provincial funding for graduate students is based upon the assumption that some component of monies provided to finance graduate schools should be devoted to the general servicing of graduate schools as distinct from purely individual student support. At present, evidently, much of the six-fold per capita support for Ph.D. graduate students fails to find its way past the Vice-President's or the Dean's office and may not be used for supporting graduate work at all.

3. Supply and Demand

Before we begin treating the problem of adjusting the numbers of students doing graduate work in sociology to the numbers of available jobs specially suitable to people with the qualifications conferred by such work, we wish to point out that in our opinion both the Government and the public misconceive the problem if they think of it in terms simply of using government funds to enable people to acquire qualifications that may not be in demand. Graduate students in the Ontario universities are not people of leisure permitted by public funds to devote themselves to the subjects of their choice. As a class, they pay their own way by labours in instruction and research--labours that are often, in fact, underpaid by comparison with the pay given to professors. Their mere presence in the universities would raise the standards of instruction and the vitality of intellectual life, but they are more than present: by their work they enable the universities to provide relatively close and intimate instruction that would be quite out of the question if the universities had to rely on full-time faculty alone. Given the fact that they work their passage, a number of students who run the risk of not finding, at the end of their course, academic jobs in sociology or jobs of a comparable kind outside the universities have a right to be considered as more than a mere excess "supply" the production of which every rational person will wish to have curtailed. We are not even persuaded that Ontario and Canadian society will lose the benefits of their training to other people if they do not get jobs as sociologists once they have their Ph.D.s. They will be more valuable citizens and fellow-workers wherever they find themselves--industry, the Public Service, educational institutions, etc. will be the richer when trained sociologists are employed in these sectors.

We are assuming that the individual departments will be stringent about admitting to Ph.D. programmes only students who are truly of Ph.D. calibre; it is only these that we firmly say have something like a right to be given a place if they are willing to work their passage and run the risks of not getting jobs as sociologists at the end. Thus we imply that the number of students working for the Ph.D. in sociology should be determined partly by the number qualified and willing and partly by the needs for teaching assistants, a function of undergraduate enrolments, rather than by attempts to limit the number coming through to the number of jobs expected to be available for them - a number that, as we shall see, cannot be confidently estimated anyway. However, we think that Departments need to bear such estimates in mind, so that the implications of the estimates are conveyed to students embarking on graduate work; and with the effect also of determining where the margin between students of Ph.D. calibre and students who are not is drawn. Students who would be only marginal in normal times might naturally be regarded as worth trying out in periods of expansion when it looks as though jobs are opening

up much faster than qualified people are emerging to fill them. Our discussion of supply and demand will have the effect, we think, of showing that the universities are returning after a period of frantic expansion to normal times; and the individual Ontario Departments, we think, have to take this fact more into account than they have been doing, though it is by no means the sole factor - or even in principle the most important factor - in determining the numbers of Ph.D. students.

(a) Supply

Readers may object to the use of terms like "demand," "supply," "production," etc. in relation to people. The prefatory passage just offered shows that we imply no anti-humanist orientation; simply that, whatever the undoubted limits of analogy or metaphor, one can think of the university world as a system with inputs and outputs, and, indeed, in the real world, one has to make precisely these kinds of calculation. Unless the calculations are informed by an understanding of the human processes involved, however, inhumane and erroneous conclusions can result, but we hope we can show we are not guilty of that deficiency.

What, then, will be the supply of Ph.Ds in sociology? In view of our experience that four years is a serious underestimate of the time it takes to complete a Ph.D. in sociology, von Zur-Muehlen's estimate,* for example, that 55 Ph.Ds in sociology would be awarded to Canadians in 1971-72 (34 in Canada; 13 in the U.S.A.; 4 in the U.K.; and 4 elsewhere) seems *a priori* too high. These figures were based on "anticipated" output, presumably as reported by departments. Any such overestimate would be compounded in forward extrapolations, which are given as 59 for 1972-73, rising to 73 by 1975-76. Fortunately, since we now have records of Ph.Ds produced in 1970-71, we do not need to rely solely on abstract arguments. We are able to substantiate our belief with reference to the facts. Instead of von Zur-Muehlen's predicted 34 Ph.Ds in sociology for all Canada in 1970-71, only 10 were in fact awarded.

We have taken care to examine several other estimates of future production but, in the end, have placed greatest emphasis on the departments' own records of post-graduate production and future plans, since all other estimates, ultimately, derive from this primary source-material. That there should be inconsistency in the second-stage (even third-stage) figures emerging from (for example) the Economic Council of Canada, the Canadian Association of Graduate Schools, *The American Sociologist*, etc., is not surprising in view of the inconsistencies as between one table and another in the documentation

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* "The Ph.D. Dilemma in Canada: A Case Study," in Sylvia Ostry (ed.), Canadian Higher Education in the Seventies, Economic Council of Canada, May 1972, Ottawa, pp. 75-131

supplied to us by the departments. Some of these uncertain figures in tables below are indicated by being bracketed.

The history of recent output is reasonably clear, however, despite doubt about this or that figure; the rough and ready figures on output have been so small, as to be insignificant, at least up to one year ago, when an upswing in production appears to have begun. The results of two years' increased output are no firm basis for thinking that this rate of increase, or absolute volume, will be maintained, but it is clear that Ph.D. graduates are beginning to emerge from the Departments at both a faster rate and in greater numbers, even if these numbers are small so far.

NUMBER OF DEGREES CONFERRED

DOCTORATES

University	1967-68	1968-69	1969-70	1970-71	1971-72	Total
McMaster	--	--	--	--	1	1
Toronto	1	1	3	4	3(7)	12(16
Waterloo	--	--	--	--	1	1
York	--	--	--	--	1	1
Total	1	1	3	4	6(10)	15(19

The output of completed Ph.Ds is thus 1 for 1968/69; 3 for 1969/70; 4 for 1970/71; and 6 (10) for 1971/72. Considering that total enrolments were 73 in 1968/69; 105 in 1969/70; 154 in 1970/71 and 190 last year,* the relationship between enrolments and completed Ph.Ds can only be described as unbalanced.

* These figures differ from those reported in the 1971 Statistical Report of the CAGS cited above, which reports, in Table 18.2, 143 Ph.D. sociology enrolments for 1970/71 (131 full-time, 12 part-time) and 93 for 1969/70 (83 full-time, 10 part-time).

TABLE 6 Sociology Ph.D.'s enrolled and awarded, Ontario, 1967/8 - 1971/2

	1967/8				1968/9				1969/70				1970/71				1971/2			
	F.T.	P.T.	Both	Degrees Awarded	F.T.	P.T.	Both	Degrees Awarded	F.T.	P.T.	Both	Degrees Awarded	F.T.	P.T.	Both	Degrees Awarded	F.T.	P.T.	Both	Degrees Awarded
Carleton	-	-	-	-	-	-	-	-	1	-	1	-	4	-	4	-	9	-	9	-
McMaster	3	-	3	-	(12)	1	(13)	-	13	1	14	-	20	-	20	-	(23)	(2)	(25)	1*
Toronto	24	10	34	1	37	16	53	1	46	15	61	3	54	23	77	4	54	31	85	(7)
Waterloo	3	1	4	-	6	1	7	-	13	-	13	-	15	1	16	-	9	2	11	1
York	-	-	-	-	-	-	-	-	16	-	16	-	36	1	37	-	51	9	60	1
Totals	30	11	41	1	(55)	18	(73)	1	89	16	105	3	129	25	154	4	(146)	(44)	(190)	(10)

* McMaster awarded a second Ph.D. in Sociology in September 1972.

The situation has not been peculiar to Ontario, however. In the whole of Canada, between 1956 and 1964, only one Ph.D. in sociology was awarded. In the years 1964-69 another 11 Ph.Ds were awarded (Alberta 3, Toronto 5, Laval 3). For the two years 1969/70 and 1970/71, 'Canada except Ontario' produced 14; 7 from the University of Alberta, 3 from UBC, and 4 from Laval (3 francophone, 1 anglophone). Roughly the same level of output is reported as continuing through to 1972 for "Canada except Ontario." Neither Ontario nor Canada has been over-producing Ph.Ds. Indeed, in relation to our estimates of demand ranging between 14 and 23 per annum (see below), a shortfall is likely to continue in the short-run, and even the present total Canadian Sociology Ph.D. output may not meet the provincial demand. Nor will much difference be made by Canadians returning with Ph.Ds from abroad. Over the seven-year period 1964-71, of 65 known Canadian Ph.D. sociology students in the U.S., 39 expressed the intention of seeking a post in Canada; an inflow (if it materialized) of only some 5 or 6 per annum. A recent estimate is that possibly 90 Canadian doctoral candidates in sociology are studying in the U.S., but we cannot know how many will get their Ph.Ds, nor how many of the successful will return.

The next few years are in some ways the most uncertain. Large populations of Ph.D. candidates have now sprung up - as we have seen - from 41 in 1967/68 to 190 by 1971/72. Were even half of these to complete their Ph.Ds there would be cause for concern about over-production. The drop-out rate has been high in typical past cohorts, as for example at Carleton and Toronto (see vignettes); but not much weight can be given to past drop-out rates, nor to the inefficiencies that we have remarked in the present Ph.D. process. We expect the departments to master their processing problems at least to the extent of making half their present Ph.D. students into graduates with the doctorate. The present low output of Ph.D. graduates might, then, quite rapidly be followed by an over-production.

We believe that a good deal of incompletion will remain characteristic of Ontario universities insofar as they do fail to cope with three factors (a) the insufficiency of student finance (see below) (b) unreality of Ph.D. programmes based on a notional two years' course work plus one year's thesis work (c) departmental laissez-faire vis-à-vis completion. We will return to these themes below.

The obvious reason for the high ABD rate is that students have accepted teaching positions while the market has been good under pressure of their increasing domestic obligations and other commitments, plus the short-term security offered even by a teaching post without tenure, and simply because money for graduate work runs out. Such people are not, we would wish to emphasize, any kind of "wasted expenditure of social capital." They have been educated; they contribute to society in various ways, some of them, more imaginatively and usefully than many Ph.Ds. But we presume it would have been more satisfactory

in most cases for themselves and for society if they had been able to complete the course of study they initially embarked on. Many, of course, discovered that finishing such a course was not their real aim in life and were best advised to drop out and pursue other activities more suited to their personal development. Insofar as the production of Ph.D. theses adds to knowledge - and we may perhaps hope that all creditable theses add something - we are the poorer, however, by their non-completion. As teachers, or insofar as they utilize abilities developed in the process of doing sociology or doing anything else - whether it be the ordering and analysis of complex data, or the use of skills acquired in the art of producing a large piece of work - the habits of disciplined thought acquired have not been wasted. But the ABD Ph.D. is the Ph.D. without its creative personal component - the thesis; and without fully self-sufficient professional standing.

This view of the value of the Ph.D. is not universally shared. "The Ph.D.," the authors of Towards 2000 argue (p. 103), "may be out of date," and they go on to draw attention to recent proposals for a "troika" system of Ph.Ds. - some aimed at training for undergraduate teaching; others for "in-Depth" research, and a third less specialized, problem-oriented type (op. cit., p. 102). But let us note that the grounds for their querying of the value of the Ph.D. are that it is too specialized a mode of training for a world which is rapidly changing, and in which, therefore, traditional disciplinary boundaries shift equally rapidly. What is needed, they argue, is a "new type of generalist," master of basic skills, but able to apply them flexibly, to different fields and types of problems. Secondly, they urge a shift in emphasis from orthodox teaching to involvement in research even at the undergraduate level.

These emphases are compatible with the continuance of the Ph.D., given a greater emphasis on personal research than we find at present, and seem to us quite compatible also with the broad exposure to the varieties of sociology which we have advocated in this report - and which we find, on the whole, already practised.

Insofar as professional accreditation exists and is institutionalized - whatever the validity of current criticisms of professional "licencing" - failure to acquire these formal qualifications is both a serious handicap to young sociologists, and a cause of difficulties of the "supply" kind we have been discussing.

It might be argued that there is a recent upswing of production which, if continued at that rate of growth, could entirely alter the picture in two or three years' time. Given the absolute numbers now in the pipeline, greater absolute numbers can be expected in future years, numbers that will be very large even though, as we have shown in the main body of the report, a high proportion of drop-outs and incomplete Ph.Ds is likely to persist. Since the programme at York and Carleton only

began in 1969/70, we obviously cannot discuss their experience very meaningfully yet. York graduated 1 Ph.D. in 1971/72; this only leaves us with two cases, McMaster and Toronto, with 2 Ph.Ds graduated from the former and with 3, certainly, and 7, uncertainly, ascribed to Toronto for 1971/72. After years of trickle, Toronto's output is going up, both absolutely and in terms of an improving ratio of completed Ph.Ds to total doctoral candidates. But we cannot generalize from one university. We have expressed the view that the high attrition and non-completion rates at Toronto may continue to some degree and occur also in newer Ph.D. programmes. On the other hand, possibly this report itself heralds greater efficiencies which will push up production rates everywhere.

Our calculations for the near future are further complicated because Carleton should begin to produce Ph.Ds in a year or two and Western (if approved) from 1976/77 onwards. If we therefore take the mid-decade year 1976/77, we might find Carleton graduating 5; McMaster (the most uncertain, with no forward projections supplied), 3; Toronto, 10; York, 5; Waterloo, 4; and Western, 4, a total of 31, well above the more generous of the demand-figures we reach below. If we look further to the end of the decade, with an annual intake of perhaps 25 Ph.D. candidates, Carleton might be graduating 10 or more per annum; McMaster, with an imputed annual intake of probably over 10, graduating, say, 3 per annum; Toronto with a planned intake of 18, graduating 10 per annum; Waterloo maintaining a Ph.D. school of 15 in any one year, graduating 3-5 annually; Western taking in 25 a year, and graduating 3-5; and York, with a Ph.D. doctoral population of 36, graduating, say, 10.* The astonishing difference in ratios merely reflects the variations in departmental calculations as given by the Departments themselves. This gives a total of between 41 and 43 as the lowest figure of output. That demand by 1980/81 (the target-date for these projections) will rise to this magnitude we dare not believe.

Any reader can see the extreme unreliability of these figures. Departments have given us estimates founded upon all kinds of assumptions and bases of calculation. In any future assessment, it will be necessary to ask for more thorough forward projections for at least 5-10 years, taking into account admissions rates, drop-out rates, ABD rates, yearly estimates of in-house population, and yearly estimates of output of

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* In discussing York's future output, we have not included any contribution from the Social and Political Thought Programme. This originally aimed at enrolling 4 Ph.D. candidates in 1971/72; 5 in 1973/74; thereafter rising by 1 per annum until an output-intake of 12 is reached in 1980/81. (These figures seem rather high - see Appendix C.) We have not included any Sociology Ph.D. output from OISE either, though 17 candidates are working for the Ph.D. in the "Sociology and Education" Division of OISE full-time, 18 for the M.A. full-time, and 45 for the M.A. part-time; (8 staff - 6 with the Ph.D. - are employed in this Division, part-time). (See OISE Enrolments and Staff Data, 1971/72.)

completed Ph.Ds. Only two universities (Toronto and Western) supplied these kinds of projections, though Waterloo supplied an estimate of ultimate output for the end of the decade, York an estimate of in-house future population to the mid-decade, and Carleton a rough guess as to the likely size of the Ph.D. contingent in 1980/81.

As far as we can see, the present population of 19[illegible] doctoral candidates will be much larger by 1980/81, if the highly uncertain projections of all Departments taken together are in fact borne out. None of the submissions expressly consider drop-out rates or incompletion rates, though perhaps these are assumed or implicit. Usually, we were given instead, projected annual admissions rates (not in-house population), and estimated numbers of completed Ph.Ds. The departments' plans, as we have seen, would yield something like a minimum of 41-43 Ph.Ds annually by 1980/81. Their collective admissions would number less than 150 annually. Existing ratios of completed Ph.Ds to doctoral populations afford no adequate basis at all for judging whether this output could indeed be expected from a population of this size. But it implies graduating one student for every 3 or 4 admitted. On present performance, this is extremely unlikely. Figures supplied for two successive cohorts entering the Ph.D. programme at the University of Toronto (1968/69 and 1969/70) show that only two-thirds enter the final year of residence, that only one-third complete their comprehensives in under 2 1/2 years, and that two-thirds take 3 1/2 years to do this. If this is so, and the ratio of completion to admission is less, the estimate of 41-43 is not likely to be achieved. If the reforms that we suggest of the Ph.D. process are actually carried out, the estimate looks more trustworthy, but is still perhaps high.

Carleton can only graduate Ph.Ds at the earliest by 1972/73, and Western by 1975/76. Moreover, comparative evidence suggests the elapse of a decade between completion of first degree and completion of a sociology Ph.D. might be much closer to the norm in North America than the "ideal" of three years.*

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* See, for instance, Kenneth M. Wilson, Of Time and The Doctorate - Report of an inquiry into the Duration of Doctoral Study, Southern Regional Education Board, Atlanta, 1965, Exhibit B.1, p. 102 which gives a mean lapsed time-interval of 11.2 years for sociology for the years 1950/56. The universities were in the Southern U.S.A., and included such prestigious institutions as the University of North Carolina, the University of Texas and Duke University, as well as more miror Ph.D.-awarding universities and other institutions. Other U.S. studies, however, show this pattern to be not unusual. Moreover, since the mean B.A. and Ph.D. time-lapse for all disciplines in the Wilson study was about 10 years, sociology is not abnormal at all. Similar findings were reported in a study of sociology in the U.S.A. published by the Russell Sage Foundation in 1963 (Elbridge

Such lengthy intervals of time before completion therefore again suggests that departments are being over-sanguine in their expectations of numbers to be graduated, a fact which may substantially mitigate the danger of producing an actual surplus.

Most departments regard present numbers as too high for the staff available. Toronto and York, the "Big Two," wish to concentrate on giving better attention to fewer students in future, and thereby to raise the level of completion (and the quality). They also wish to ensure that students finish their Ph.Ds, rather than dropping out or remaining ABD.** Much of the ABD phenomenon is a function of the market demand for graduate students; much of it also economic in origin in a different way, since graduate students take better paid posts instead of finishing their degrees.

The labour market and the supply of money are not within the power of university departments to control. But the progress of the student through his courses is. We have indicated above that we think there is often laxity here. But we would observe that the assumption that the Ph.D. course is a three-year course is one of the greatest myths of Academe. We have shown this to be a myth for the U.S.A. It is clearly so at present in Ontario. Even in the U.K., where, up to very recently, students have normally received grants for the full three-year course period, and where no formal course work or comprehensive examinations are required, the completion of a Ph.D. in three years is probably the exception rather than the rule.

Sibley, The Education of Sociologists in the United States). The median interval of time between completion of the B.A. and the completion of the Ph.D. was 9.9 years (of which half were spent in full-time study [pp. 40, 100]); 3.7 years was the median interval between finishing the B.A. and finishing the M.A.

** A recent report by Dr. Kurt Finsterbusch of the Executive Office of the American Sociological Association and the University of Maryland indicates that the leading graduate departments of sociology in the United States (as rated by the American Council of Education) experienced a collective 9% decline in the enrolment of Ph.D. students from 1971 to 1972. In the case of at least one major department, the decline was the result of a deliberate policy, such as that planned by Toronto and York, designed to increase completion rates and quality while cutting back on the size of entering graduate student cohorts. Dr. Finsterbusch also found, however, that the departments of lower rank in the U.S. (and Canada) continued to expand or to maintain student enrolments in 1971-72, a finding which led him to express fears of a future decline in the overall quality of Ph.D's in sociology. Such a prospect seems to have little relevance to Ontario, for the difference in quality between the "Big Two" and the other Ph.D.-granting departments does not appear to be a great one. Kurt Finsterbusch, "The Fall and Rise of the Academic Job Market for Sociologists," The American Sociologist, 7 (December, 1972), pp. 2-8.

Yet departments still operate as if a dissertation can be expected to be completed in a year, and continue to base future calculations on this assumption.*** We have suggested various ways of trying to ensure completion which we hope will be taken up. But thought must also be given, if the ideal of a three-year Ph.D. is to be adhered to, and especially if support for students cannot normally be expected to stretch beyond three years, to reducing the formal course work component. The extreme would be to eliminate it altogether, relegating that kind of postgraduate training to the M.A. phase or to reduce it to the first year of the Ph.D. only, at the end of which year comprehensives could be taken.

Preparing to write a Ph.D. thesis is a lengthy operation, involving wide general reading, deep reading in the chosen area, the design of a research-project, and the establishment of contacts, etc., where field work is entailed. The sheer "management" of field work, gaining entrée, drawing a sample, finding a role and a residence, etc., is in itself often very time-consuming. Such tasks are, moreover, usually quite inadequately budgeted for, where time is concerned, and things can easily go wrong. Data-collecting, if quantitative, can be enormously time-absorbing, as can checking, coding, preparation for the computer, etc. Qualitative work usually entails the delicate, usually slow, building up of personal relations. We all know this, and we know that "writing up" is not just a question of pouring facts into a machine which sorts them out quickly and unambiguously. Rather, it is a burdensome and agonizing intellectual effort of producing drafts, rewriting, getting criticism, making sense of recalcitrant materials, and so forth. Students can seldom count upon completing such work in one year. To base Ph.D. programmes on such assumptions is not only unintellectual and impractical; it will also inevitably result in radical disjuncture between a purely mythical ideal and a reality that consists mainly of failures to match up to that spurious ideal. We strongly urge the Discipline Group to examine the current framework of the Ph.D. collectively therefore. We appreciate that this involves issues of comparability with Ph.D. programmes outside Ontario, including the U.S.A. However, improvements in quality will bring their own recognition, even if courses become shorter. U.K. three-year Ph.Ds requiring no course work command a satisfactory response in the world market. Further, though in this section we have concentrated on the "practical" reasons for speeding up the Ph.D. course, we hope that the pedagogic and intellectual arguments, given above, for some freedom to shift from an extended, "instructional" Ph.D. course to an intensive, research-based course aimed at developing the student's own creativity, will be borne in mind. The practical and the educational arguments point in the same direction. The arguments for ever-lengthening Ph.D. programmes (because of the knowledge explosion) has to be met as teachers on the job meet it - by keeping up with developments. Increasingly, it will mean

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*** See, for example, the latest version of the Western proposal for a Ph.D. programme, November 1972, p. 28

"refresher" courses for those in post and already licensed, and the Discipline Group should consider the instituting of, say, summer schools designed to deal with developments on the "intellectual frontiers." In the natural sciences, a whole generation of senior professors found it necessary, and not beneath their dignity, to go to school again and learn from their juniors how to use computers. The natural sciences might also be imitated in following procedures designed to limit Ph.D. projects to manageable proportions. Why should the standard sociology dissertation amount to more than 300 pages, or even so many?

(b) Demand

There are several different existing attempts to estimate future demand for sociologists, each based on differing assumptions and different sets of data. Let us take each in turn.

We begin with the "Vallee Report" of 1968, since this is the oldest still-relevant document. This was based on extant reports on the development of social science in Canada, and on other documentary material, complemented by data gathered from two questionnaires distributed to universities and colleges, on the one hand, and non-academic organizations on the other. We concentrate on the latter issue first, while noting that the first clear finding was that the universities were and remain the major employers of trained sociologists; 75% more or less is the proportion so absorbed as reported from both U.S. and Canadian studies. The possibility that extra-university demand may increase is also suggested by U.S. figures which indicate that the non-university demand had grown over about a decade up to 1968 from 25% to 31%*. Since the Vallee data contains the only data obtained from non-university employers, it is worth closer attention.

Non-University Demand

This part of the study was on a Canada-wide basis. Of 170 respondents on the mailing list, 110 were completed (66%). "Business" (Manufacturing and Services); "Government" (Federal and Provincial); "Associations" (political parties, trade unions, etc.); and "Mass Media" being the main categories used in classifying the individual organizations and sampled most heavily. Since there will be other organizations employing sociologists that escaped the sampling net, these are probably minimal figures.

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* These figures will need to be checked against any turned up by Professor B.E.B. Harvey's current project of studying occupational futures for graduates in the social sciences. Unfortunately for us, the findings of this project have yet to be reported and were not available to us at the time of writing our report.

"Government" (Federal and Provincial) was the major employer (N = 41) followed by "Regional and Muncipal" (N = 21 + ?);** "Welfare" (outside Government) (N = 11); "Associations" (N = 9 + ?);"Mass Media" (N = 7); "Business" (N = 6); and "Education" (N = 3); a total of 98 (+ ?), 85 of them M.A.s and only 13 Ph.D.s.

Details are not given of future demand from those organizations already employing sociologists, but it appears to have been estimated at 63 additional over the decade. A detailed breakdown is given for organizations contacted which did not currently employ sociologists, but which declared a likelihood of so doing over the next decade. Replies indicated a "likely demand for at least 37 persons with professional sociological training for employment in ten non-academic organizations" over the next decade. Here positions in rank order of demand-size were notably different. "Government" (Federal and Provincial), the major actual "employer," only estimated its (collective) future demand as 2, and "Regional and Municipal," the next biggest extant employer, as 4. The biggest expansion was envisaged in "Business" (9 + ?, as against only 6 currently employed), and "Education" (8 as against 3 actually employed). "Welfare outside Government" registered a projected demand over a decade of 7 (+?), an increment smaller than the currently-employed 11; "Associations" likewise envisaged that only 6 (+ ?) would be added to the existing 9 (+ ?). "Mass Media" was listed as having no future requirements for sociologists.

These are small figures but they are minimal estimates and are based on forward reported estimates made some four years ago. Further, when broken down into Ph.D. and M.A. components, the demand is heavily weighted on the M.A. side: 85 sociologists with M.A. qualifications were currently employed as against only 13 with the Ph.D. Future demand was registered as 35 M.A.s and 5 Ph.Ds. (In neither case, we suppose, is there an implication that Ph.Ds would be, or would have been, firmly turned away had they offered themselves for the posts filled by M.A.s)

As far as areas of specialization were concerned, two out of three employers did look for a specific training. The specialisms mentioned, in descending order, according to the number of times they were mentioned, were (i) industrial work, group behaviour, (ii) education, (iii) culture, race relations, demography, (iv) urban, rural, (v) research methods, statistics, (vi) criminology, deviance.

There is very little other usable data on demand in the non-university sector. What little there is makes us hesitant to place too much confidence on the data emerging from the 1968 study. This is not to make a criticism of this splendid initiative, containing much invaluable material, and indeed, original and unique research, particularly on the non-university side. But the authors themselves emphasize the speed with which they had to do their task, and their very limited human resources in carrying out the research. A more recent estimate (mentioned in the U.W.O. submission regarding its projected Ph.D. programme) of the number of sociologists and

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* The question mark represents Vallee's doubts about the accuracy of the figures reported to him.

anthropologists with M.A.s and Ph.Ds in the Federal Public Service puts the number at 105. This does not take account of those employed by provincial and municipal governments. But it does suggest, allowing for a number of anthropologists in Federal employment, that the figure of 41 persons (in 1968) employed in "Government" is probably smaller than the real number employed, i.e. that there is more use made of professional sociologists than this Report was able to uncover. This may imply more hopeful prospects for the future, in terms of employment for sociology graduates.

We were unable to undertake any original research on demand in the non-university sector. What we could do was, on the one hand, to piece together information concerning actual requests for professional sociologists by non-university employers, and on the other, to attempt to estimate output of people likely to emerge out of graduate schools who might go into this kind of employment rather than into the university sector (taking into account the likely rates of incompletion, drop-outs, etc.)

We have already indicated some of the requests received by different departments and teachers. Whereas the Vallee Report classifies the types of organizations which were or might be employers of sociologists, we wish to extend the discussion somewhat by considering the kinds of operations or functions such sociologists are called upon to perform.

Thus, Government - Federal, Provincial, and Municipal - is one obvious central (consolidated) organizational category. But the increasing demand for people who can handle data relating to "populations," be they a work-force or the clients of an administrative agency, is likely to emerge in business, in the future, as well as in government, despite the rather gloomy evidence from the projection figures for "Business" above. We have in mind the increasing proportion of the labour-force employed not in producing things, but in handling figures and people, or, particularly relevant to sociology, figures about people. This includes not just enumeration-work, but explanation-work, in which a training which equips a person to evaluate trends, establish causal connections, monitoring of performances, etc. - all vital in policy-formulation - will be apposite. Thus the growing use of computers entails using the skills of people who can not simply design programmes, but can as well conceptualize the problems that inform the programmes and evaluate the printout analytically. There is a growing call upon the services of social scientists, too, in research into organizational arrangements, into social processes (e.g. drug addiction) as part of the training of professionals in "people-related" occupations (e.g. nurses, doctors, teachers, policemen, etc.), and as part of the training in other academic disciplines. (Especially noteworthy is the presence at the University of Toronto Medical School of a substantial department of social scientists, including sociologists.) The community colleges constitute a present and future large employer of professional sociologists. Growing concerns about pollution, ecological and environmental questions, as well as deviance and criminality, all constitute areas where sociological skills will be called on.

Mass communications, one correpondent suggested to us, was a further area where there was a distinct shortfall in the availability of Canadian Ph.Ds. Governmental agencies have had to recruit from abroad; so has the new communications programme at Montreal. More than that, Canadians wishing to take such courses have had to go abroad for their higher education. The increasing popularity of this field is reflected in the rise in the number of Canada Council doctoral awards in this area from 15 in 1969-70 to 25 in 1970-71, mainly taken up abroad. In Ontario, courses in the field of communications are available at Western, York and Guelph, though no specially concentrated programmes are yet carried on. Before the extra-university demand - from agencies such as Urban Affairs, Information Canada, the Department of Communications, and outside government, CBC and the CRTC - can be satisfied, there will have to be a build-up of university staff capable of producing future specialists. The University of Western Ontario's plans to concentrate on this area in their planned Ph.D. programme would thus seem to fill a gap in the province's sociological offerings.

This discussion of two extra-university areas of employment, then, suggests that, as with government service in established connections, past patterns are either uncertainly documented, or, even if accurately known, do not necessarily provide a guide to the future. They may indicate a pattern of growth that is not likely to change dramatically in certain established fields, but this is not the case with growing fields, likely to be innovative in their attitude to sociology. Moreover, it is hard to think of fields where massive innovation is not occurring. Quite traditionalistic disciplines such as medicine or nursing, or even law, now include sociology as a part of the curriculum. Again, we were not asked to include the Ontario Institute for Studies in Education as one of the institutions to be visited, even though graduate-level sociological work takes place there. Inquiries we have made, however, give some indication of the scale of that Institute's activities, some of which will certainly generate a demand for sociologists; there are 128 staff, nearly all with the Ph.D., and many with substantial teaching experience outside Canada: 1,600 graduate students, including 400 working for the doctorate; and a very substantial programme of research and development. OISE, of course, is merely one institution amongst a large network of educational institutions in Ontario, including community colleges, where sociologists are likely to be needed. The response of the Provincial Government to the suggestions about future educational policies adumbrated in the Wright Report,* is not known at the time of writing, but even if only some part of recommendations 1-48 in Part III, "The Prospects for Change," were ultimately adopted, this would imply a considerable expansion of demand for trained personnel capable of staffing the increased local community-based college programmes, the "satellite campuses," the "University of Ontario," etc. Such personnel are likely to include, or indeed mainly to

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* Draft Report of the Commission on Post-Secondary Education in Ontario, 1971

be, the kinds of persons emerging from M.A. programmes in university graduate schools. In 1967, "a spectacular expansion [of] non-university programmes of post-secondary education and training," including community colleges (where sociologists might be expected to be employed), was forecast in one publication of the Economic Council of Canada.*

A later study re-emphasized that "by 1980-81 ... attendance at post-secondary institutions seems likely to be as common as high school attendance was about two decades ago. (Full-time university undergraduate enrolment combined with full-time non-university undergraduate post-secondary enrolment may well exceed 50% of the 18-21 age group by 1980-81)."** Ontario is expected to be affected by this trend significantly (op. cit., pp. 54-55). No firm figures in relation to sociology specifically were presented in these studies, but we draw attention to these forecasts, since they imply that our own projections for the demand for Ph.Ds and also the possible absorption of M.A.s may well prove to have been conservative.

We have heard some misgivings about Ph.Ds being turned away from community college posts as being "over-qualified," but we would point out that though such misgivings might have some foundation in a situation in which only an occasional Ph.D. sought such jobs, with everybody knowing he would move on to a university post imminently, they will have much less foundation in a situation where university vacancies are not in prospect for most such people taking such posts.

This last development is indicative of the considerable degree of fluidity that makes projections of demand in such a crucial area as college and community education so uncertain. Nor should we neglect the growth of sociology at the secondary level of education. Though the teaching of sociology is not as strongly developed as, say, that of economics, there is a steady growth in this field.

Taking all these, and other unmentioned fields, together, there seems to us reason to believe that the numbers of M.A.s and Ph.Ds currently being turned out will be able to find jobs in which their skills will be required, though we are assuming that as sociology receives increasing publicity in the mass media and becomes a large-scale discipline, the readiness to envisage using the services of people with an academic background in sociology will become more common. Indeed, we expect that sociologists will, in the future, move much more freely into a variety of organizations which hitherto have rarely, if ever, recruited them. We were impressed by the number of instances given us of a growing tendency to recruit sociologists into the Public Service , in particular, and the analogy of the past ready employment of economists, not necessarily in specifically and narrowly professional roles, but in administrative and other capacities, seems a not inappropriate one for sociology in the future.

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* Enrolment in Schools and Universities 1951-52 to 1975-76, by Wolfgang M. Illing and Zoltan E. Zsigmond, Staff Study No. 20, October 1967, Ottawa, pp. 66ff.

** Enrolment in Educational Institutions by Province, 1951-52 to 1980-81, by Z.E. Zsigmond and C.J. Wenaas, Staff Study No. 25, January 1970, Ottawa pp. 12-13.

To the extent that sociologists are interested in such kinds of employment, the supply will create the demand.

We might go further and project substantial increases in demand outside the universities. In the present climate, it seems best to take our stand on cautious figures and point to evidence (like the evidence just canvassed) that caution may lead to underestimates.

TABLE 4

Number of Degrees Conferred

Masters

University	1967-68	1968-69	1969-70	1970-71	1971-72*	Total
Carleton	3	6	3	9	5	26
Guelph		3	3	7	6	19
McMaster	9	14	13	17	15	68
Ottawa			1	2	4	7
Toronto	17	36	21	19	10	103
Waterloo		2	2	2	2	8
Western	2	15	11	14	17	59
Windsor	2	1	3	4	1	11
York	1	8	2	6	16	33
TOTAL	34	85	59	80	76	334

*Not Complete

Let us repeat one point: we do not believe that the education of students in sociology should simply be reckoned in 'training' or job-market terms. Naturally, it would be irresponsible to give no consideration to the career opportunities of those in higher education, both in human terms and in terms of societal costs and friction. But sociology is especially a discipline that a modern society cannot afford to neglect.

As long ago as 1966, the seminal "Spinks Report"* pointed to the Federal Government's "extraordinary lack of awareness of the importance of developing a much higher level of competence and excellence in the social sciences and the humanities" (p. 1), contrasting this, however, with a "quite dramatic" (p. 2) input at the Ontario provincial level. Remarking that "since the end of the Stone Age and particularly in the past century and a half man has been spectacularly successful in dealing with his physical environment," the authors went on to observe that man "has been singularly inept in dealing with his fellow man and even with his spiritual problems.." Since these words are still highly relevant, we cite a central passage:

> We have come to the painful awareness that our greatest problems are social ones, that we do not know how to live amicably with our neighbours, near and far, and that the great majority of our citizens have not the slightest idea how to make profitable use of the growing amount of leisure that science and technology now provide.
>
> Much of our dilemma results from the relative neglect in the past thirty years of the humanities and social sciences. Our brightest young men and some women were attracted to the scientific disciplines with their glamour, their relatively greater financial support, and their promise of rapid professional advancement. The numbers of graduate students in history, philosophy, literature, as well as in most of the social sciences, particularly anthropology, dwindled, and the supply of new college teachers in these fields became a matter of serious concern.
>
> Happily there is some evidence that this trend is being reversed. Undergraduates are now electing the humanistic fields in greater numbers than ever before but the graduate enrolments are still far from large enough to assure an adequate supply of college teachers

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* Report of the Commission to Study the Development of Graduate Programmes in Ontario Universities, submitted to the Committee of Presidents of Provincially Assisted Universities, by J.W.T. Spinks (Chairman), Gustave O. Arlt, and F. Kenneth Hare, 1966, Toronto

> in the next decade. It is therefore of the highest importance that the fields of the humanities and social sciences, on the honours and graduate levels, be made interesting and attractive enough to assure the development of an adequate number of broadly educated, imaginative, creative men and women to undertake and direct research toward the solution of our social and spiritual problems and toward the profitable utilization of the bright opportunities that science, technology and automation are providing. The universities of the Province must awake to this challenge and must be prepared to meet it by greatly strenthening the non-science departments (p. 10).

At that date, they reported a "research output in these areas far below what might be looked for in such a society," and went on to note:

> The most numerous discipline is psychology and in one or two institutions we found impressive research in progress. Everywhere we heard the complaint of too little money. We believe that the Ontario universities can contribute heavily to provincial growth and well-being through research in the social sciences - but much will have to be done to put resources into the hands of the potential producers (p. 50).

This attitude implies that the social sciences are more than specialist operations performed by a limited body of professionals; they are part of a critical examination in society at large, of basic issues and trends, and of alternative possibilities. Both derive from public concern about social questions and feed into an ongoing debate and inquiry which goes on outside the walls of Academe.

So rapid are the changes in modern society that it becomes difficult to chart and evaluate them. Whole new industries, far removed from the conventional production of material goods, are now central to the operation of a society where the majority of the labour force is engaged in the "service economy;" where professional and technical occupations have become mass occupations; where knowledge, information, and the development and communication of new knowledge give rise to a whole new mass "education industry;" and where decision making is increasingly informed by "the new intellectual technology of linear programming; systems analysis, and information theory." *

Arising from these developments, new choices have to be made concerning control and accountability, concerning the adequacy of traditional institutions, the relationship between the State and "civil society,"

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* John Porter et al, Towards 2000: The Future of Post-Secondary Education in Ontario, McClelland & Stewart, Toronto 1971, pp.2-3

the public and the private interest, etc. All these imply a demand for social science at varying levels and of varying kinds for which even the recent past would be an inadequate guide. To base our predictions on a simple extrapolation from the 1960s would be, in Claude Bissell's words, to display a "somnolent fixation on the immediate."[1]

The "low level of support for the social services and the humanities"[2] (some $6M in 1967/68 as against $71M for the natural sciences and engineering) is one index of a hitherto exiguous demand for social science, as is the modesty of the typical research grant, the average size in the social sciences being $3,381. This "penny packet" funding of research is, however, as much a reflection of timidity on the part of applicants as of parsimony on the part of the grant-awarding agencies.

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[1] Op. cit. p. xii

[2] Porter et al, op. cit., pp. 109-110

University Demand

There was an uncertain note in the Vallee Report owing to the fact that only nine of the Ontario Departments reported on their likely future needs for Ph.D. faculty. Those which did not report included such large Departments as Toronto, McMaster, Waterloo and Windsor; these non-reporting Departments were therefore attributed a notional 110% increase over the decade following the report (1968-1978). These latter, "attributed" increases, together with those of the nine Departments which did respond produced an estimated demand in Ontario Sociology Departments of some additional 183 Ph.Ds over this period. Allowing for roughly-estimated attrition, a final figure of 213 emerged, i.e. around 21 per annum. Inflow and outflow between Ontario and anglophone Canada was estimated as increasing the demand for Ontario-trained Ph.Ds to between 25 and 30 a year. Strong doubt was cast on the capacity of the Ontario system to come anywhere near meeting this demand.

Demand figures of somewhat more modest size have recently emerged from an estimate made by the Economic Council of Canada of a Canada-wide demand for 28 sociologists, wherever trained, with the Ph.D., for university teaching in 1972-73, increasing to 30 in 1973-74, and 31 in 1974-75.

A special appraisal was made for ACAP, using data about existing numbers of staff, attrition rates, and rates of growth of demand for sociologists with the Ph.D.* The present number of full-time sociology staff for all Ontario universities is 294; 73% of these (N = 215) had Ph.Ds. The attrition rate due to deaths and retirements was more precisely estimated in this report as 1.2% per annum, and the resignation rate as 2%, a total of 3.2%.**

A number of different assumptions were then made about future growth rates, firstly an assumption of no net expansion in sociology, and no change in the staff-student ratio. The 3.2% loss rate then, by itself, generates a demand for about 9 new staff members per year, of which 8 could be expected to be Ph.Ds, not much compared to the total number employed, but a substantial number compared to the total number of Ph.Ds in sociology who have been finishing their degrees in Ontario in recent years.

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* By Mr. T. Da Silva, Research Associate, COU, report of September 12, 1972. Our thanks are due to him for supplying this material.

** A slightly more conservative estimate of the combined rate: 3.5% has been used in, e.g. COU calculations. See "Graduate Enrolments in Relation to Requirements for Academic Staff in Ontario Universities," brief submitted to the Ontario Committee on University Affairs, 71-14, p.9

Turning to the other side of the staff-student equation - the pattern of demand for sociology teachers' services, by graduates enrolling in sociology post-B.A. courses - past rates of growth, during the period of high expansion in the first-half of the 1960s in particular are not necessarily the same for sociology as for other disciplines. Graduate enrolment in 1970-71 for the sociology Ph.D increased from 83 the year before to 131 (full-time), and from 10 to 12 part-time. M.A. enrolments showed a decline, for full-time enrolments, from 234 in 1969-70 to 215 in 1970-71, as well as in part-time enrolments (95 in 1969-70; 72 the following year).* This is in sharp contrast, for Ph.D. students, with an overall national drop in the growth rate from 21.6% (F.T. + P.T.) in 1969/70 to 9.7% in 1970/71, though the M.A. figures move in the opposite direction - not against the national figures, but parallel to them and indeed moving farther. The national figures for the growth rates of M.A. students are 19.5% (F.T. + P.T.) in 1969/70, falling to 5.5% in 1970/71. Plainly, the sociology figures differ markedly from the general figures. Even the figures for "Division B," the category used by the Canadian Association of Graduate Schools, is made up of so many heterogeneous disciplines with patterns of demand quite different from those of sociology, that we have not relied on them as possessing reliability for the purpose in hand. This huge category thus includes:

Archaeology
Architecture
Anthropology
Business
Economics
Geography, Meteorology, and Climatology
Political Science
Psychology
Sociology
Urban Planning
Public Administration
Law
Social Welfare
Education
Industrial
Vocational
Library Science
Physical Education

Two average national enrolment growth rates for sociology enrolments as a whole, (i.e. both undergraduate and graduate demand) were taken: at 5% and 10% per annum respectively. Assuming no change in the staff-student ratio, this gives a demand for new staff (excluding replacements) as follows:

Year	Growth Rate		Net increase due to Growth	
	5%	10%	5%	10%
1971-72	294	294	-	-
1972-73	309	323	15	29
1973-74	324	356	15	33
1974-75	340	391	16	35
1975-76	357	430	17	39

* 1971 Statistical Report, Canadian Association of Graduate Schools, Winnipeg, Table 18.2, "Graduate Enrolment and Degrees, Awarded, Regional Summary by Discipline," Ontario, Division B, 1970-1971, p. 103.

To this growth, we would have to add the replacements already mentioned (at 3.2% per annum attrition rate):

	Replacement Staff		Total new Staff	
	5%	10%	5%	10%
1971-72	9	9	-	-
1972-73	10	10	25	39
1973-74	10	11	25	44
1974-75	11	12	27	47
1975-76	11	14	28	53

Hence the average number of new staff required over the four-year period 1971-72 to 1975-76 is 26 per annum, at a 5% growth rate, and 46 per annum at a 10% growth rate. Applying the Ph.D. proportion found earlier, we arrive at 21 and 37 Ph.D.-qualified teachers annually, according to the respective national growth rates of 5% and 10%.

On top of Ontario's internal requirements we have to consider demand from the rest of Canada. Calculating Ontario's share of all Canadian Ph.Ds as 32%, a 5% rate of growth calls for 66 sociologists per annum at Ph.D. level across Canada, and a 10% rate for 116 per annum. These estimates come close to yet another calculation made in 1969 by Mr. Peter Ross of the Department of Manpower and Immigration that Canada would need about 107 university sociologists each year up to 1975-76. Assuming a .80 Ph.D. ratio, this gives 86 per annum. Ross assumed an 8% growth rate applied to the 1969-70 enrolment base. The two sets of results, then, are not very dissimilar.

Another estimate, based on national data (Statistics Canada, Economic Council of Canada, Manpower and Immigration, National Research Council of Canada, Social Science Research Council of Canada, etc.) yields much lower estimates of demand in the immediate future than the estimates first cited, as far as university employment is concerned. Dr. Max von Zur-Muehlen, in his study cited above, documents the massive shortfall in "home production" of Ph.Ds in the 1960s which was only made good by increasing the proportion of foreign faculty recruited (from around 1/3 in 1962/63 to 3/4 by 1970-71). This shortfall was heaviest in the social sciences. (We have shown above that analysis of the current enrolment in graduate schools suggests that there is now a decisive majority, however, of Canadian students.)

After stipulating a number of rather arbitrary assumptions - a replacement rate of 1.5% and 2% respectively; student-faculty ratios varying between 18:1 and 20:1; an estimate of 15% as the proportion

of the foreign student body working in Canada for a Ph.D. but unlikely to remain in Canada; a period of four years for the completion of the Ph.D.; and that all Canadian doctoral students now studying abroad will return, the author goes on to estimate the future supply/demand relationship. All of these assumptions, as we have seen, are matters of dispute or vary greatly from discipline to discipline. To take one instance, only 59.1% of all Canadians receiving a Ph.D. from a U.S. university between fiscal years 1964 and 1971 expressed the intention of working in Canada. Even they might, of course, take some time filtering back. In a situation of free competition, with a production of Ph.Ds in sociology awarded by 91 institutions in the U.S.A. of 1,123 over the two academic years 1969-1971,* it is unlikely that U.S. competition (and U.K. and "Third World") will decline.

Working on three different projections - of 3%, 5% and 7% student enrolment growth-rates respectively - and replacement-rates for staff of 1.5% and 2% respectively, von Zur-Muehlen arrives at the following supply and demand figures for Canadian Ph.Ds in sociology:

1972-73				1973-74				1974-75				1975-76			
Supply	Demand			Supply	Demand			Supply	Demand			Supply	Demand		
	3%	5%	7%		3%	5%	7%		3%	5%	7%		3%	5%	7%
47	13	19	28	50	25	32	42	58	26	34	46	62	27	36	50

A footnote based on empirical evidence of actual posts advertised - as distinct from the above macro-estimates based on governmental statistics - shows the latitude inherent in such statistics, for 50 academic posts were advertised for the academic year 1972-73 in sociology in recent issues of University Affairs, as against the figures of between 13 and 28 shown in this model. Of course, not all these posts were for Ph.Ds, but whether we use either .75 or .80 as the fraction calling for such qualification, the model produces a serious under-estimate of actual demand. One can only reiterate the author's own cautionary conclusions:

> Only three years ago hardly anyone foresaw the possibility of a Ph.D. surplus ... There is also the likelihood that universities, governments and students, among others, respond and react to projections of this nature and, as a result, the situation in five years may be very different than envisaged. In this sense, such a projection negates itself and thereby serves an important purpose. **

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* The American Sociologist, Vol. 7, August 1972, pp. 9-23

** op. cit., 9. 119

We cannot, however, assume that the present under-supply will continue to be the case for very long.*

Let us now compare estimates of the overall likely annual demand for the services of Ontario-trained Ph.Ds. In the non-university sector, Vallee arrived at a figure of 18 Ph.Ds absorbed within Ontario over a decade. To this near two per annum should be added Ontario's share of the non-university market for Ph.Ds outside the Province. Even given the high concentration of organizations likely to employ Ph.Ds in Ontario and Quebec, we cannot, in the light of a very modest calculation based on existing patterns of employment in the fields discussed above, discern any higher rate of demand in the immediate few years ahead than 6 per annum. We therefore are taking the figure for non-university jobs as falling within the range 2 to 6 per annum.

On the academic side, Da Silva and Vallee both emerge with a figure of demand for 21 Ph.Ds trained in Ontario per annum. A 10% growth rate in Da Silva's model pushes the demand up to 37 per annum, but this is a growth rate which we find unlikely to occur in reality. We have ourselves calculated the total academic demand for Ontario Ph.Ds at 12 per annum, on a conservative approach using a growth rate beginning at 2% and descending (as the total employed increases but the absolute number added each year remains the same), and at 19 per annum, using a growth rate of 5% descending. The estimated academic demand within Ontario itself, allowing for some recruitment from outside, would be for 9 Ontario Ph.Ds and 14 respectively. These figures run lower than Vallee's and Da Silva's (especially Da Silva's 10% estimates), but are of roughly the same order of magnitude. We will take our stand on them (not intransigently), not only because they seem in caution better suited to the changed climate of university financing and employment, but also because the reasoning which led us to them incorporated an important assumption about policy.

We began on the supply side and asked how many Ph.Ds would be turned out if each of the Ph.D. granting Departments plus Western had enough Ph.D. students to form a minimum mutually fertilizing corps. The answer was 14.**

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* Dr. Kurt Finsterbusch foresees an oversupply of sociology Ph.D.s for the academic job market in the U.S. and Canada as a whole in the short-run, beginning in 1973, but a long-run - by the end of the 1970's - balancing of demand and supply. He assumes an absolute decline in the supply of sociology Ph.Ds beginning in 1976, an assumption which has, of course, no relevance to Ontario. Op. cit., p.2

** We assumed that a minimum mutually fertilizing corps of Ph.D. students would include an average of 3 in each of the second, third and fourth years of the programme - or, to allow for dropouts and delays, 4 in the second year with 2 actually emerging by the end of the fourth with their doctorates. An output of 2 Ph.Ds per annum thus presupposes (on our assumptions) a local population of Ph.D. students of 9; an output of 3, a population of 13 or 14; an output of 4, a population of 18; an output of 5, a population of 22 or 23. We have supposed that an output of 14 (and the corresponding population of Ph.D. students) might be apportioned as follows: Carleton, 2; McMaster, 2; York, 3; Western, 2; Toronto, 3; Waterloo, 2. An output of

We then turned to the demand side and asked whether this many Ph.D.s could be absorbed every year. Using Da Silva's figure of 8 for Ph.D.s required as replacements per annum in the Ontario universities, we added 6 to correspond to a growth rate beginning at approximately 2% (and applied to a total figure of sociologists, including people with cross-appointments, employed in Departments of Sociology in Ontario universities of 294) and, in effect, descending thereafter. We added 2 to represent Ontario's share of non-university employment of sociology Ph.D.s in all of Canada, and then added 3 to represent Ontario's share of academic employment in Canada outside Ontario (calculating the total demand from this source on the same assumptions as used for calculating the academic demand in Ontario). From the apparent total of 19 we subtracted 5 to allow for people brought in from outside Ontario to fill Ontario jobs--a number just equal to the number of Ontario Ph.D.s estimated to find jobs outside Ontario or outside universities altogether. The net per annum was arrived at by exactly the same reasoning, using a 5% descending figure for the growth rate of academic demand.

It would be as absurd to take these figures as precise as it would be to suppose that the reasoning used to arrive at them was wholly convincing. "Forecasts of the employment market" a recent report to the COU remarked, "should be taken with appropriate scepticism." We have taken the following wise words as a guide here.

> If there is an over-expansion problem now, it is at least in part due to unstated assumptions of the planners of ten or so years ago. We feel that the best approach is to consider employment forecasts, enrolment trends, undergraduate interest and other relevant data, to make the best recommendation one can, and, most importantly, to state its margins of error.**

Nevertheless, we think that at the moment it is best to reckon on a demand for sociologists finishing their Ph.D.s in Ontario to run between 14 and 23 per annum--enough, under the most narrowly economic criteria, to permit all the Ph.D. programmes (plus one at Western) to carry on, indeed to thrive, but not enough by any means to guarantee employment as sociologists to Ph.D.s in the numbers about to emerge.

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23 might be apportioned: Carleton, 4; McMaster, 3; York, 5; Western, 3; Toronto, 5; Waterloo, 3. Let us stress, as we do at several points in the text, that these figures are not recommended maxima; they have been worked out solely to satisfy us that even at figures far below present figures for populations of Ph.D. students, and probably substantially below the figures justified by the multiple criteria we cite in the text, all the departments listed could conduct thriving Ph.D. programmes.

**"COU Activities in Graduate Studies 1971-72" (incorporating the report of ACAP), 1972, by Dr. M. A. Preston, pp. 16, 9.

Bonneau and Corry in their recent report on research policy in Canadian universities* consider (p. 75) that the demand for social scientists in Canada is likely to outrun the supply; and that hence the country needs to produce social scientists in greater quantity as part of a special effort to foster social science. Their views (see also p. 81) are thus more optimistic than the relatively conservative estimates of demand that we have used; but they do not try to quantify their views, and the output of Ph.D.'s that we envisage, corresponding to our relatively conservative views, will still represent a very substantial increase in the number of trained sociologists emerging from Ontario and Canadian universities, as compared with output to date.

Our opinion that there is room for all the present Ontario Ph.D. programmes in sociology plus a programme at Western (six in all) is consistent with Bonneau and Corry's recommendation that Federal support favour, as "centres of excellence," 7 to 9 graduate schools across Canada and that each have really good quality in at least two social sciences (p. 80). For not all the 6 Ontario universities need figure as national "centres of excellence" to have a useful role to play in Bonneau and Corry's eyes in producing Ph.D.s in the social sciences. Bonneau and Corry call (p. 81) for an additional 10 to 15 graduate schools to be charged with "the main work of preparing social scientists for the essential work of the country." Nor are they thinking of these graduate schools as limited to the M.A.: earlier in their report (e.g. p. 66) they indicate that M.A. programmes should be entered into quite freely as natural extensions of undergraduate teaching backed by "reflective inquiry" rather than "frontier research." An upper limit of 24 graduate schools with Ph.D. programmes in the social sciences would seem to accommodate 6 in Ontario easily; even the lower limit of 17 would not make 6 in Ontario a gross distortion of the national distribution. The fact that sociology is as much or more involved in "reflective inquiry" (putting knowledge already gathered into intelligible perspectives) as in "frontier research" (gathering new facts by experimentation and otherwise)--a distinction on which Bonneau and Corry set great store, though they do not make it entirely clear--tends to support our view that "rationalization" in sociology is not best carried out through specialization by campus. Every sizeable sociology department will have staff enough to carry on some graduate work in "reflective inquiry;" and to none are expensive specialized experimental facilities necessary to carry on "frontier research." Every department that we visited, whether or not it was offering the Ph.D., was in fact involved in a mix of "reflective inquiry" and "frontier research."

Bonneau and Corry (p. 11) express misgivings about the quality of students now at work in the rapidly expanded Canadian Ph.D. programmes, taking all subjects together. Some misgivings of this sort have crossed our minds, too, respecting the students in the Ontario Ph.D. programmes in sociology.

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*Louis-Philipe Bonneau and J. A. Corry, Quest for the Optimum: Research Policy in the Universities of Canada, The Report of a Commission to Study the Rationalization of Research, Ottawa: Association of Universities and Colleges of Canada, 1972.

We have intimated, for example, that one reason for the delays in finishing the Ph.D. may be inefficiency on the part of the students. On the other hand, comparative figures (such as we have cited) seem to indicate that these delays are far from abnormal; and what attempt we were able to make to test the overall calibre of Ontario Ph.D. students in sociology came to naught. We asked, for example, whether students not on Canada Council or Ontario Graduate Fellowships and hence depending for their support on subventions from the universities themselves or on pay as teaching assistants were not significantly less able in the eyes of the departments concerned; and we were told, on the contrary, there was no significant difference and indeed some of the students thus pointed out were among their very best. We are perhaps not bound to find this testimony entirely convincing; but we have no evidence to rebut it, and we must report that the students who talked to us gave us an impression of more than adequate ability.

The supply side and the demand side of the projections that we have adopted do not, quite evidently, comfortably match. How great the discrepancy is on the supply side--or may be allowed to be, with reasonable justification--is hard to tell. Ironically, it will be greater, given the present and projected population of Ph.D. students, the more thoroughly the reforms we have advocated in the Ph.D. process are carried out. Those reforms, however, are needed for the health and morale of the process whatever the size of the student population going through it in Ontario; and a student who finishes his Ph.D., on a reformed schedule, within 3 or 4 years, will not have been diverted so far from other employments as one who has been strung out as a secondary sort of semi-academic job-holder for 6 or 7 years or more.

Moreover, our demand-figures, let us say once more, are not to be taken as determining the size of the student population in Ontario Ph.D. programmes in sociology. Those figures are too arbitrary and uncertain for doing that, especially in view of the other factors that must be considered: (a) the number of students of genuine Ph.D. calibre who offer themselves; (b) the fact that graduate students pay their way by assuming a major and underpaid share of undergraduate teaching; (c) their willingness, when fully apprised of the diminishing chances of university employment, to run the risks of not finding such employment, or comparable employment outside universities, when they finish their degrees. Moreover, as we have indicated, our figures probably substantially underestimate future opportunities for sociology Ph.D.s outside the universities, for example, in the federal and provincial civil services across Canada.

Our demand-figures do serve as a firm basis for answering the question that they were chiefly worked out to throw light upon. We can firmly and unequivocally say that there is no need to shut down any of the present Ph.D. programmes, or to refuse Western, with its equally impressive depth of staffing, the opportunity to start one up. We think that all these programmes, however, will be best conducted on scales more modest than those now prevailing at York and Toronto, even given their salutary efforts already to cut back. It follows that more stringent mar-

TABLE 7 Graduate Students: Sources of Financial Support[1]

SOURCES	1967-68	1968-69	1969-70	1970-71	1971-72	TOTALS
CANADA COUNCIL FELLOWSHIP (with or without addiontal earnings)	5	10	25	35	43	118
ONTARIO GRADUATE FELLOWSHIP (with additional earnings)	12	15	44	52	60	183
ONTARIO GRADUATE FELLOWSHIP (without additional earnings)	19	43	18	8	10	98
OTHER MAJOR SCHOLARSHIPS (greater than $2000, with or without additional earnings)	11	32	26	48	40	157
CIDA (Commonwealth Scholars, Colombo Plan etc.)		2	3	1	1	7
FOREIGN GOVERNMENT SUPPORT	1	1		1	1	4
TEACHING ASSISTANTSHIP PLUS MINOR SCHOLARSHIP (less than $2000)	1	5	11	6	21	44
TEACHING ASSISTANTSHIP PLUS RESEARCH ASSISTANTSHIP		3	11	11	6	31
TEACHING ASSISTANTSHIP ONLY	17	33	37	67	98	252
RESEARCH ASSISTANTSHIP ONLY	12	8		8	5	33
OGF and/or TEACHING ASSISTANTSHIP and/or RESEARCH ASSISTANTSHIP DURING September to April plus off-campus summer earnings.	13	18	23	34	15	103
SELF-SUPPORT	5	15	4	11	18	53
OTHER	1	3	2	3	3	12
UNKNOWN	26	28	41	32	7	134
TOTALS[2]	123	216	245	317	328	1229

(1) For the twelve month period shown, September 1 to August 31, for all full-time registered graduates, Master's and Ph.D.'s combined.

(2) Since all students are counted just once, the total here by year should be the same as the sum of F.T. Master's and Ph.D.'s on Form 7.

ginal decisions will have to be taken about admissions. (The reforms that we have mentioned also imply more stringency in giving more weight, for example, to the efficiency of prospective students; students who cannot move through the programme on the reformed schedule should not be admitted in the first place. In this respect, the reforms will not work toward increasing outputs, since they would imply smaller inputs.)

Smaller numbers should make possible amelioration of the present difficult position of graduate students, since resources economized through reducing intake to graduate schools could be redistributed so as to support fewer students at a more adequate level. At present, graduate school efficiency in the Province is gravely impaired; the length of time students spend getting their degrees is inordinate (as in North American very generally), and drop-out and incompletion rates excessive. Much of this derives from inadequacies of student grants, since, to make ends meet, they commonly teach excessive hours which erodes away time which should be devoted to their own graduate work. They are also tempted by jobs which offer them--often persons with family responsibilities--a viable living wage or salary rather than the spartan means allowed, for instance, to teaching assistants; hence their degrees remain incomplete, their theses unwritten, their intellectual creativity frustrated, and their professional qualifications inferior. Finally, the present system of financing, given the two years of course work and comprehensives entailed in the Ph.D., means that they are expected to launch upon and complete a thesis, more often than not, in only one year - quite unattainable as a universal aim. Even given our proposals for only <u>one</u> year's course-work-cum-comprehensives, many Ph.D. dissertations--especially where they involve fieldwork--will still be difficult to finish, i.e. to bring to the stage of issuing in a written-up report, following fieldwork, data-analysis etc., in the two years that would be available.

The present system of student support leaves many students with only stringent means. Table 7 indicates that the largest single category of graduate students (252 out of 1,229) is made up of students who only receive income from teaching assistantships. A further 33 are remunerated from research assistantships only, and 44 are in receipt of minor scholarships in addition to their income as TAs. Amongst the 200 other who fall into the "Self-support," "Other" and "Unknown" categories, we suspect there may be some who are rich but, more likely, many who are working to pay their way or using savings, or being supported by spouses or parents. At least a quarter of all graduate students, then, seem to be in receipt of low stipends.

Further, we find the institutionalization of discrimination in the shape of differential grants for different categories of student, as fixed by scholastic index (i.e. past performance), quite unacceptable. Both the Canada Council and Ontario Graduate Fellowship programmes need to be reviewed in this fundamental respect. It can result in equal work as teaching assistants for unequal pay, but, more seriously, it produces invidious interpersonal distinctions which can only be harmful for any intellectual community.

Both York and Toronto, we are glad to note, have already undertaken to reduce the numbers of people going through their programmes; Toronto, in fact, has in its admissions for 1972/73 halved the number admitted the previous year. It did not do so without repercussions; we have been told that higher administrative levels at the university reacted adversely and bluntly indicated that the Department was undermining both its own revenues and the university's. The same reaction is to be expected everywhere, a fact that suggests how much of the problem about numbers is created by the present provincial system of university financing, which mechanically relates subventions (sixfold subventions in the case of Ph.D. students), to numbers of students on hand, regardless of quality, and thus invites a species of high-minded corruption both in the build-up of departments and universities and in their maintenance. A department and its university are now under irresistible temptation to connive with one another in a desperate attempt to hold the staff gains of the last decade while they bring their respective budgets somewhat nearer balancing. Those gains we agree, are very well worth preserving, however rough and ready the methods were that were used to obtain them. They amount, in sociology and in other subjects, to enabling Ontario (and Canada) to hold a distinguished place of its own in graduate studies and research. The universities should not be threatened with ruin or severe damage in these respects if they do not play a game with student numbers (which all too often may imply a game with students' careers and lifetimes). The system of financing needs changing so that a department and its university are encouraged to give honest weight to all the considerations that the health of their programmes, and their adaptation to the needs of all parties with an interest in the question, requires them to think of. If the present staffs are justified by the heavy undergraduate commitments of all departments, and by commitments to part-time students that should be multiplied at all levels, they should not be put in jeopardy by honest attempts on their own part to balance the numbers of their Ph.D. students against genuine academic considerations.

* * * * *

SOCIOLOGY CONSULTANTS

PRELIMINARY SCHEDULE OF QUESTIONS

Starred questions to be responded to as soon as possible; the others may wait for an oral answer when we come.

* Please send to each of us individually at addresses given below copies of your current graduate calendar and of handbooks setting forth regulations for graduate programs. Please make sure that the structure of minimum requirements for M.A. and Ph.D. are made clear.

* Please send an up-to-date faculty list, with curricula vitarum for people not on staff at the time of your earlier return.

* Please send a list of the titles of M.A. and Ph.D. theses finished or begun in your department in the last three years.

1. How are students who have dropped out of your graduate programme or continually put off completing their degrees now occupied?

2. In the light of recent recruiting experience and other evidence, which specialties in sociology seem to you to be under-supplied from Canadian sources? From all sources? Which seem over-supplied?

3. What is the standard teaching load for members of the department? How do the different members of your department divide their teaching (including advising) between undergraduate and graduate students?

4. From what regions are your students drawn?

5. How far are students (undergraduate and graduate) involved in the governance of your department?

6. What are the interests, orientations, and career plans of your graduate students?

7. What are the major respects in which (a) your staff or (b) facilities need to be strengthened for purposes of graduate instruction?

8. What new developments in sociology have been reflected in recent changes in your plans for courses; programs; research? Which would you like to see reflected that you have not been able to reflect so far?

9. Which of the most urgent questions in current sociological thought do the inquiries underway in your department promise to help illuminate? Please explain in detail.

10. To what extent have these inquiries elicited multiple participation by members of your department?

11. To what extent have they exploited peculiarities of the local region as opportunities for research (e.g. heavy immigration, distinctive employment pattern)?

12. To what extent have they exploited local advantages in research material, equipment, or opportunities for co-operation with other departments and with agencies outside the universities?

13. What services for local/provincial/national agencies are being performed by the research in your department? How far are the agencies willing to fund this research? How far are they ready to employ sociologists directly to pursue such research?

14. In what proportions do your research funds come from what sources? Are the terms of research grants a serious obstacle in your view to giving due attention to the most important current issues in sociological thought?

APPENDIX B

SOCIOLOGY CONSULTANTS

DATE	UNIVERSITY	TEAM
Mon. June 26	Brock	D. Braybrooke H. Guindon
Tues. June 27	Laurentian	D. Braybrooke H. Guindon
Wed. June 28	Trent	D. Braybrooke D. Wrong
Thurs. June 29	Lakehead	D. Braybrooke D. Wrong
Wed. July 19	Carleton	
Thurs. July 20	Carleton	
Fri. July 21	Ottawa	
Mon. July 24	Western	D. Braybrooke H. Guindon D. Wrong
Tues. July 25	Western	
Wed. July 26	York	
Thurs. July 27	York	
Fri. July 28	McMaster	
Sat. July 29	McMaster	
Thurs. Aug. 31	McMaster	P. Worsley
Wed. Sept. 6	Toronto	
Thurs. Sept. 7	Toronto	D. Braybrooke H. Guindon D. Wrong P. Worsley
Fri. Sept. 8	Waterloo	
Sat. Sept. 9	Waterloo	
Mon. Sept. 11	Windsor	P. Worsley D. Wrong
Mon. Sept. 11	Guelph	D. Braybrooke H. Guindon
Tues. Sept. 12	York	D. Braybrooke P. Worsley

APPENDIX B (cont'd)

DATE	UNIVERSITY	TEAM
Thurs. Sept. 14	Western	P. Worsley
Fri. Sept. 15	Carleton	P. Worsley
Fri. Sept. 22	Queen's	H. Guindon

APPENDIX C

December 5, 1972

Professor M.A. Preston, Executive Vice-Chairman
Advisory Committee on Academic Planning
Ontario Council on Graduate Studies
Council of Ontario Universities
102 Bloor Street West
Toronto 181, Ontario

Dear Professor Preston:

In your letter of 18 July, 1972 to the sociology consultants, you told us that when the Advisory Committee on Academic Planning recommended letting the new programme in social and political thought at York University begin operations with M.A. students this fall, the Advisory Committee "came close" to recommending simultaneously that the Ph.D. stage of the programme (projected to begin in the fall of 19[illegible]3) be freed from the embargo, too. It appeared to the Advisory Committee that "as far as financial considerations were concerned it involved nothing that could not have been undertaken simply by co-operation between the four departments and without additional expenditure of funds." You went on to say, "We did feel, however, that we did not necessarily have all the facts to justify making such a conclusion"; and you proposed that the sociology consultants should make inquiries designed to answer five specific questions about the programme, which I shall treat in order below. Accordingly, I visited York September 12th and talked about the programme with Dean Collie and Professors Hill, O'Neill, and Polka; Professor Neal Wood came to see me later in the day for a talk at the Park-Plaza. Later in the week, I gave my fellow consultants an account of these conversations and it was agreed that I should write up this letter on behalf of all four of us; it has been seen by all four; and all four of us have seen the curricula vitarum of the members of the Council for the programme, along with other relevant documents.

1. You ask, "What niche will the programme fill in Ontario higher education?" Substantial provision exists - for example, in the departments of philosophy and political science - at York and Toronto for doctoral work in the history of political thought; and there is some special strength in the department of sociology at Carleton for work in the history of social theory. However, I think that the claims by the people who have planned the present programme that there is nothing like it in Ontario (or in Canada) are fully justified; there is nothing (so far as I know) really comparable to it in strength of staffing anywhere, though programmes with similar names and purposes are carried on at Chicago and a few other places. The York program would bring together, not only historians and political scientists with conventional competence in the history of political thought, but also people proficient in analytical philosophy, in phenomenological sociology, in Marxism (and Hegelianism), and in the study of Freud. These points of view are not commonly represented in the study of political thought, which is in fact often undertaken by departments of philosophy and political science in isolation from each other, to say nothing

of isolation from history and sociology. The combination arrived at in the York programme, in respect both to topics and to people, seems to me novel and exciting, with a great deal of promise of fruitful new departures in scholarship.

2. "What need or desire has been shown for the programme?" Clearly the people who have got the programme up have felt a need for collaboration which was not satisfied by other provisions (such as the meetings of the Toronto "dining society"). They have the impression, which I share, that there has been a resurgence of interest in the history of social and political thought, among both faculty and students. Some students would be drawn to the program through the network of connections established by the Conference on Political Thought, which will be based at York for the next three years, with Professor O'Neill, a major figure in the planned programme, as secretary. Others will come independently: I have at Dalhousie, for example, an M.A. student in political science from Ontario who wants to compare Marxism with the thought of Alfred Schutz, the father-figure of phenomenological sociology; there is nowhere else in Canada to send her for doctoral work if she cannot go to the York programme. I can think of half a dozen other students here in the last one or two years whose best choice would have been the York programme had it been admitting doctoral candidates when they were ready to go on to doctoral work. I feel this way in part because (as I have suggested above) I feel that the history of political thought has too often been studied too narrowly; but this feeling is consistent with the position of people in the program that students whose work can be done just as well under conventional departmental auspices should not come into the program; I simply believe that most, if not all, students who want to work on the history of political thought should do so in something like the York programme if they can. There are plenty of such students as well as a number of prospective students of social theory as sociologists think of it, and I expect many or most of them would themselves be inclined to work in such a programme, provided that they do not cut themselves off from suitable backing for conventional departmental appointments when they are through. There seems no danger of this kind in the present programme, since it involves major figures from each of the departments involved and there is some additional insurance in prospects of appointments of an interdisciplinary kind, like the programmes of "general education" carried on by York's own divisions of humanities and social sciences.

3. "Does the programme show promise of a good return for the resources committed to it?" My answer to this question is visible in my answers to the two preceding ones. The resources committed to it consist chiefly of time and energy on the part of the professors involved and they could hardly use their time and energy more fruitfully.

4. "Are the resources committed to it other than those that would in any case be deployed in the four departments?" The professors involved in the programme all hold appointments in existing departments and division of the university, and even the three or four who will be charged with conducting the seminars peculiar to the programme will do most of their teaching elsewhere in the university, though perhaps in time most of some professors' thesis-supervision would be done in the programme. Student demand elsewhere might rise to the point of making it desirable to add the equivalent of one or two full-time professors to the staff of the university; and perhaps, since presumably the director of the programme will be relieved of some of his teaching duties elsewhere so that he can carry on his administrative work, the equivalent of half a full-time professor might be a desirable addition on that ground.

Small as these additions would be, I cannot believe that there is so little play in the system as to make such appointments impossible. A call for additional secretarial help might be harder to evade or defer; but evidently heeding this call would amount to employing at most one more full-time typist or the equivalent of half a one; at a pinch the division of social science might continue to provide the secretarial services needed by the programme.

5. "Will the programme remain modest in scale and high in quality?" One projection gives 15 full-time M.A. students, 5 part-time, and 12 Ph.D. students (working beyond the first or M.A. year) as enrolled in the programme by 1980-81. The figure for Ph.D. students, which presumably would imply the award of 4 Ph.D.'s a year, seems reasonable; it falls below the figures presupposed by the university for Ph.D.'s to be awarded in philosophy (6) and in political science (5) three years earlier, i.e., in 1977-78. The figure for M.A. students seems too high, unless it is to reflect a policy of accepting a number of students "on loan" from conventional departments, to which these students would return for their doctoral work. Some of the people in the programme would, I think, have little more favor for such a policy than they would have for a policy of admitting some students so marginal that they would have to be given terminal M.A.'s; but perhaps a case could be made for it nevertheless. There would seem to be little danger of inflating the number of students not "on loan" unduly if (in accordance, I believe, with present intentions) care is taken not to admit candidates who are not clearly capable of doing first-rate doctoral thesis. Students energetic and flexible enough to keep their feet while they are moving about among the several fields represented in the programme would have to be way above average to begin with.

My answers clearly imply that the programme should be given the green light for doctoral work; and I stand by that implication.

The other members of the committee of Sociology consultants - Professors Hubert Guindon of Sir George Williams University, Peter Worsley of the University of Manchester, and Dennis Wrong of New York University, - concur in the views I have expressed.

Yours truly,

David Braybrooke

David Braybrooke,
Professor of Philosophy and
Politics, Dalhousie University.

DB/mpl

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APPENDIX B

DISCIPLINE GROUP RESPONSE

Comments of Sociology Discipline Group on the Report of the Consultants

April 24, 1973

General Comments

We endorse most strongly the view expressed on page A-93 and throughout the report that "rationalization is not to be achieved through specialization by campus".

We also are in agreement with the statement on page A-114 that "we do not believe that the education of students in sociology should simply be reckoned in 'training' or job market terms".

We are pleased to note that the high quality of graduate training in the Province was noted by the consultants.

We strongly endorse the statement on page A-92 that there is no question "of removing any existing programmes, either M.A. or Ph.D.".

We also endorse the statement on page A-92 that no limitations be placed upon the introduction of new M.A. programmes in those places which plan to introduce them.

We appreciate the observation that failure in methods of financing is an important reason for many students failing to complete their dissertations.

We endorse also the proposition on A-96 suggesting that the Sociology Discipline Group be given an enhanced role and that it be provided with additional fianancial and infrastructural support.

Detailed Comments

In general, it is our feeling that the report is often ambiguous and internally inconsistent and open to diverse interpretations especially with respect to future planning. We feel strongly, therefore, that there be some further exchange between ACAP, the Universities and ourselves to corroborate their interpretations and to develop a more coherent interpretive synopsis. The "vignette approach" seems to us to have failed to achieve all that the Consultants had hoped it might and to have lead to very uneven coverage of the departments. While the Report raises many important and interesting issues in many cases further study and thought must occur before these could be put into practice.

Some of these items are discussed briefly below:

1. We recommend that the functions and structure of the Sociology Discipline Group be thoroughly reconsidered with the view to developing a pattern more like the former Council of Ontario Departments of Sociology.

2. Cooperation between universities in Ontario

Increased cooperation between University departments of Sociology both within and outside the province cannot help but promote the health of the discipline but we see many practical problems in achieving it and we recommend thorough study of this matter by an appropriate body.

3. Colloquiums

We feel strongly that colloquial programmes if they are to be increased in scope must be properly and regularly financed and should include regular meetings of the whole Ontario Sociological community.

4. Validity of demand estimates

As the consultants themselves note, page A-124, the demand figures of 14 to 23 Ph.D's per year are not to be taken as determining the size of the student population in Ontario. The figures are, as the consultants note, arbitrary and uncertain.

In this context mechanisms must be established for on-going consideration of the number and size of the Ph.D. and M.A. programmes (including interdisciplinary programmes) in the province.

5. Concerning the "undue protraction" of graduate work. We share the concern of the consultants about the high attrition rate and the delays in completion of dissertations. We feel however that the specific recommendations concerning how graduate work might be accelerated are insufficiently thought through. For example, the observations on page A-95 that students should begin the Ph.D. dissertations two years after the Honours B.A. seems to us to be unrealistic and even undesirable in some cases. We consider the delay in completing a multi-faceted problem with many unknowns operating and we would encourage different approaches in different departments to this problem and continuous comparison of experiences through the Sociology Discipline Group.

6. Minimum size of programmes.

We feel that so many factors enter into the consideration of the minimum size feasible for a Ph.D. programme that the number of nine suggested by the consultants should not be given undue importance.

7. Research activity

We feel that more attention should have been given by the consultants to the present state of research in the Province. While the recommendation that more local research occur is strongly favoured where it is felt to be appropriate many other aspects of the research operation and its role in graduate training need to be considered.

8. Regional groupings

While we see some merit in regional grouping we would hope that appropriate expertise should be of greater weight than mere geographical propinquity in determing cooperative linkages.

9. Financing of students

We strongly agree with the observation on page A-127 that the system of financing "needs changing". We appreciate that out-of-province consultants could not offer a thorough criticism of our present, very complicated system. More thought on the part of those highly familiar with the present provincial and federal systems of financing must now occur without delay.

10. Inter-relationship of M.A. to Ph.D. departments

We are concerned that more attention needs to be paid to the relationship and interdependency of the M.A. - only departments and the Ph.D. departments.

11. Work in related departments.

In the Report the role of departments teaching Sociology courses and offering graduate degrees which are often labeled at least informally as some variant of sociology is largely over looked.

Notes taken by Peter C. Pineo,
McMaster University

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A P P E N D I X C

UNIVERSITY COMMENTS

Comments appear from Brock, Carleton, Guelph, Lakehead, McMaster, Ottawa, Queen's, Toronto, Waterloo, Western Ontario, Windsor and York.

Brock University

Sociology

University Comments on Consultants Report

The University is in general agreement with the report insofar as it affects Brock University.

Certain comments made by the consultants could give rise to misunderstanding regarding the University. Some explanation is needed.

1. While the main emphasis of our undergraduate programs lies in the disciplines of the Arts and Sciences, we are developing programs in Administrative Studies, Physical Education and Professional Education which provide a professional or vocational thrust that is attractive to many students. Our concern has always been to provide high quality education. There is no intent to depart from this aim in the future.

2. The $7-million fund mentioned by the consultants was donated by a large number of individuals, institutions and public bodies. To imply that the fund was entirely the effort of two labour unions is to seriously distort the picture. The source of this comment by the consultants is not known but the error should be corrected in the final report.

3. We do not have plans for a graduate program in Sociology in our recently approved five-year plan for graduate studies which covers the quinquennium 1972-77. It is important to emphasize that development of resources and personnel is proceeding as rapidly as possible and that it is our intent to introduce a program as soon as possible rather than "only in a few years".

4. Since we do not have a reliable estimate of the number of potential M.A. students, we believe that omission of the last clause ".... since it estimates .... in sociology" on page A-75 would avoid raising expectations greater than the likely realization.

The Carleton University Response to the ACAP Assessment of Sociology

The report is a conservative response to terms of reference which invited far more sweeping recommendations for the future development of graduate studies in Sociology in Ontario universities. The consultants have done well considering the limitations of time and of funds at their disposal. The section of this report dealing with Carleton University reflects both the careful investigation undertaken by the Consultants who visited the Department and a judicious use of secondary data provided by the Department and by the Sociology Discipline Group.

While we are in general agreement with the report there are six points on which we wish to comment in more detail.

1) Graduate/Undergraduate Enrolment

There is insufficient attention paid to the history of the development of sociology in Ontario which has led to a lack of consideration of the relationship between graduate and undergraduate enrolment. A department with large undergraduate enrolments clearly requires faculty time and skills which would otherwise be available for graduate supervision. More emphasis should be put on faculty input and undergraduate instruction. The consultants might have made useful recommendations regarding staffing if they had undertaken a comparative examination of student-faculty ratios among Ontario universities offering graduate programs in Sociology.

2) Funding Graduate Students

We regret that the problems of funding graduate students were raised only in connection with Carleton. The financial problems faced by such students: limitations on earning capability, unequal pay for equal work, and, in general, a shortage of adequate financial support reveal the shortcomings of the Ontario system in general. Carleton abides by the provincial agreements regarding graduate student funding.

The statement made on p. A50 that the Scholastic Index is "unchangeable" is incorrect. Scholarly promise is in fact evaluated annually.

In considering support to graduate students, there are three possible methods: a) a bursary system with an assessment of need;
b) a scholarship, using some means like the scholastic index;
and c) equal pay for equal work.
In their comments on the situation at Carleton the consultants seem unable to decide what combination of methods ideally should be followed.

The comment on page A-96 concerning much of the six-fold per capita support for Ph. D. students not "ending up as support for graduate work" shows a lack of understanding of the Ontario formula. It is not intended that the funds be allocated within a university in direct relation to the manner in which they are generated, in part because of the doubtful cost data on which the weights were based, but also to give some freedom to the individual institutions. Also, a proportion of the funds generated must be directed to meet general university "overhead" needs.

3) Supply and Demand of Graduates

In discussing the question of supply and demand of graduates the report errs on the conservative side, especially with regard to employment outside the universities. For example, the number used of two Ph. D.'s per year to represent the total non-university employment in Ontario seems unrealistically low. We consider the ACAP data on this subject to be more reasonable and regret that the consultants did not make more use of it.

4) Specialization

The consultants are appreciative of those departments "covering the spectrum" and do not seem to encourage restricted coverage and specialization. They are also interested in encouraging inter-university cooperation. There would seem to be some incompatibility between the two ideas as cooperation is surely most logical when the strengths and weaknesses of two Departments complement each other. We agree with the importance of a sufficient background in the total spectrum of sociological methods and viewpoints to provide a wide undergraduate offering, but consider that specialization at the graduate level is useful although not to be overemphasized.

5) Inter-University Cooperation

With regard to inter-university cooperation, Carleton, as mentioned in the report, values its connections with Quebec, but is also involved in several informal cooperative arrangements with faculty in other Ontario Universities. Ottawa University and Carleton have an agreement whereby students are free to take courses in either institution. Attempts to define more formal agreements have been postponed for different reasons usually related to departmental instability, other priorities, and pre-occupation with growth, change, and stabilization within the institutions.

6) Specialized Fields in Sociology

The report recommends that Medical Sociology be encouraged to develop where there is a medical school. It is important to Carleton that the recommendation be stated more generally to allow for inter-university cooperation. There are at least five sociologists on the Carleton faculty who have research expertise in this field. Exchanges with members of the University of Ottawa Faculty of Medicine show common interests and likely directions for future cooperation. Should these exchanges be extended to Queen's University, the opportunities for graduates in Medical Sociology will be considerably expanded. Not mentioned in the report are the Sociology of Law (a very inadequately developed field in Ontario) and Criminology, which likewise benefit from the collaborative advantages which a Faculty of Law offers.

In conclusion, we consider that the report has been a useful one for the discipline, that its recommendations will prove useful in future planning.

CONSULTANTS' REPORT - SOCIOLOGY PLANNING ASSESSMENT

University of Guelph Comments

The University of Guelph wishes to express its concern that the report of the consultants is rather more a recital of opinions than it is an assessment of the graduate programs in sociology. We would have welcomed, and we expected, a careful analysis of the strengths and weaknesses in each university. We would have valued suggestions as to appropriate directions for growth, together with some indication of the desirable numerical limits to that growth. We believe that the terms of reference for the consultants would have provided for a report of this nature.

In accepting the judgment of the consultants (p. A-92) that our M.A. program ought not to be removed, we question the value of rehearsing problems which are by no means unique to Guelph. The implication in the second paragraph that "to leave the department in the hands of its original founders" is a "setback" is not consistent with the subsequent words of commendation pertaining to seven "remarkably promising" new appointments.

We agree with the consultants in their reiteration, at several points in their report, of the desirability of encouraging research into local problems. Our stated intention to emphasize studies in the social interchange between the rural and the urban

components of our society reflects our concern for local problems. It reflects also our intention to relate our program to known strengths within the university. The area of "adult education" to which the consultants refer (p. A-77) represents actually the concerns of our group in Extension Education (within the School of Agricultural Economics and Extension Education). It would be inappropriate to assume that "extension education" and "adult education" are synonymous, nor should it be assumed that interest in the sociology of education would be taken by us to imply venturing into the broader field of education (see Education Planning Assessment).

With regard to our "hopes of starting a Ph.D. program" in sociology, it is worth noting that the Senate of the University, some years ago, approved the inauguration of Ph.D. studies in this discipline; the inauguration has been held in abeyance. The consultants' interpretation that graduate enrolments are to be restricted to 10% of the whole (p. A-77) is not quite in accord with the facts. It would have been better to have stated, "... since it is firmly committed to entering Ph.D. programs only when Guelph can make a unique contribution to the province." This is obviously independent of a 10% (or any other) proportion of overall enrolments.

We note with pleasure the consultants' approval of

our Visiting Speaker program (pp. A-15 and A-77) in which the Sociology Department shares with all others. It is an activity in which there can be further growth, especially if effective use is made of the "zone" concept advocated by the consultants.

In more general terms, and without restricting applicability of our comments to the University of Guelph, we note with interest the "vignette" approach used by the consultants. Perhaps the major weakness of the method is that the evaluation of a university is not likely to be comprehensive, but rather to focus upon more specific items which the consultants may (or may not) regard as illustrative of the entire system. For example, comments about the work load on GTA's at one university may be unique to that university, and comment from Guelph is not altogether appropriate. If, however, the consultants intend their statement to be symptomatic of the system, then general comment would be appropriate.

The consultants' "General Findings" (pp. A-92 et seq.) merit some comment:

(1) The finding (p. A-92) that there are "no bad Departments," or, on the other hand, no excellent (or very good?) departments, merely limits the range of quality to be found. We suggest that the consultants be pressed to take the next step -- that of establishing a ranking by which the strong fields and the weak fields at each university are identified

and ranked. This would enable the universities to plan developments. We are not convinced by the arguments on pages A-93 and A-94.

(2) The consultants' suggestion (p. A-92) for the co-opting of qualified faculty by one university from another are expanded by them (pp. A-95, 96). Had they taken the steps urged above, it would have been relatively easy to suggest the more specific fields of cooperation that ought to be contemplated by pairs or groups of universities. We take seriously the suggestion of cooperation -- a matter in which we have helpful experience in a variety of disciplines. We are encouraged by the consultants' favourable notice (p. A-62) of the possibility of cooperation with Waterloo and would welcome the opportunity of exploring again the feasibility of a joint program to which the two universities could contribute complementary strengths. The model of the joint Guelph/McMaster Ph.D. program in philosophy would be a useful one. We regret the inclusion of the final sentence on page A-96; the allegation may rest upon some misinterpretation of the authority of any university in respect of the disposition of its funds.

(3) Finally, with regard to supply and demand, we confirm the suggestion that university demand should not be limited

to that of sociology departments -- we see many departments in which sociology Ph.D.'s are being appointed, obviously with very significant roles to play. We note with interest (p. A-121) the consultants' arrival at a "critical size" of Ph.D. student enrolment, even though it is referred to as "a minimum mutually fertilizing corps." The relegation of the "hard numbers" to be distributed amongst the Ph.D. universities to a footnote reference (pp. A-121, 122) we find difficult to understand, but we assume that the universities concerned will be able to take note of these numbers in developing their plans.

We found the report lengthy; it is a pity that the consultants did not summarize their findings and recommendations. Had they done so, the report would have been more happily received.

****

April 24, 1973

TELEPHONE 345 2121
AREA CODE 807

Lakehead University
POSTAL STATION P, THUNDER BAY, ONTARIO, CANADA

OFFICE OF THE PRESIDENT

April 25th, 1973.

Dr. M. A. Preston,
Executive Vice-Chairman,
Advisory Committee on Academic Planning,
Ontario Council of Graduate Studies,
Council of Ontario Universities,
102 Bloor Street West,
TORONTO, Ontario.
M5S 1M8

Dear Dr. Preston:

Re: ACAP Planning Report - Sociology

This is to inform you that Lakehead University gives its full support to the above-named report and in particular to Recommendation page A-95 and page A-96.

Yours sincerely,

ANDREW D. BOOTH,
President.

/lp

RESPONSE TO THE SOCIOLOGY CONSULTANTS' REPORT TO ACAP FROM McMASTER UNIVERSITY

1. Comments on discussion of graduate student teaching loads

In 1972-73 we reduced the teaching load of graduate students from responsibility for 100 students and four contact hours per week to responsibility for 60 students (3 groups of 20 with one preparation) and 3 contact hours per week. The present teaching load is estimated to be within the 10 hour per week limit set by the Graduate School, although three contact hours per week is one hour more than the average for McMaster. The progress to date has been made possible by the employment of two full-time tutors. The department would like to reduce the contact hours to 2 per week. A decision to do so as soon as possible would be contingent upon the employment of 4 full-time tutors and the maintenance of present enrollment levels of graduate students.

2. Comments upon timing of comprehensives

Line 28 of page A-23 can be read to suggest that we require two years of course work beyond the M.A. This is not the case.

It is, however, McMaster University policy to require the comprehensive examination to be held during the third year after the B.A. (or 12 to 18 months after the M.A.). We endeavour to design the comprehensive for any particular student so that preparation for it is also relevant to the dissertation topic.

3. Faculty Resources

McMaster University's submission for the Sociology Discipline Assessment reported twenty-two full-time faculty members as comprising the Sociology group in our Department of Sociology/Anthropology. This was the staff situation for the 1971-72 academic year. The number of full-time faculty rose to twenty-four during 1972-73, and three additional appointments have been authorized for 1973-74. We will, therefore, have increased our Sociology staff by five (22.8%)

from the time that the consultants visited our campus. The consultants' report makes reference to an "official University" calculation which implied that the Department was under-staffed by about sixteen persons. It should be pointed out that this number was derived by a very crude "formula" which was never intended to establish absolute staff needs but, rather, to provide roughly comparable data that could be used in determining priorities for the allocation of a scarce number of new appointments among competing departments. In relation to other departments, Sociology fared very well.

In calling attention to the staff development that has taken place since 1971-72, we are not saying that the Department is now fully staffed, considering its present undergraduate and graduate teaching responsibilities. It is, however, a measure of the University's undertaking to build and sustain a viable programme in Sociology. At the same time, it may be noted that there has been a decline in the number of students taking the Introductory Sociology course and this is already being reflected in the enrollment in upper-year courses. The downward trend will probably be quite marked at McMaster where the proportion of students taking Sociology has been abnormally high. The easing of pressure on the undergraduate level, combined with the increase in faculty numbers, will release additional energy and resources for the graduate programme. The improvement in the Department's strength relative to its teaching and research responsibilities is, thus, likely to continue into the foreseeable future.

4. Comments upon projected output and intake at the Ph.D. level

We note that the consultants comment that no estimate of future output of Ph.D.'s was received from McMaster. With the proposed reduction of the

teaching assistants' contact hours to 2 hours per week, plus the University's policy of providing full financial support for five post-baccalaureate graduate years, we anticipate a higher rate of completion than is traditional in North American Sociology departments. On these bases we anticipate a completion rate of 5 Ph.D.'s a year out of a total full-time Ph.D. enrollment of approximately 25.

C-14

UNIVERSITÉ D'OTTAWA
550, RUE CUMBERLAND

OTTAWA, ONTARIO
Canada K1N 6N5

UNIVERSITY OF OTTAWA
550 CUMBERLAND STREET

CABINET DU RECTEUR

OFFICE OF THE RECTOR

April 26, 1973

Dr. M.A. Preston,
Executive Vice-Chairman,
Advisory Committee on Academic Planning,
Ontario Council on Graduate Studies,
Council of Ontario Universities,
102 Bloor Street West,
TORONTO, Ontario, M5S 1M8.

Dear Dr. Preston,

This is a reply to your request for our reaction to the A.C.A.P. Sociology Consultants' report.

If factual errors, faulty reasoning and false conclusions in the sections dealing with the University of Ottawa are typical of the report in general, then its value as a whole should be seriously questioned. Gross errors in the report are particularly deplorable in the light of the fact that the consultants had in hand the correct information, to which they apparently paid little if any attention in arriving at their conclusions. Allusions to the "number of people from Belgium or trained in Belgian universities" are distasteful, incorrect and misleading. In this connection, the following points are singled out for mention:

1. Throughout the period when the head of the department was Belgian, no single Belgian professor was appointed.

2. There are three Belgians in the department:

   - One was appointed in 1967. His original training was in Belgium, but also at the 'Ecole pratique des hautes études--section VI, Paris, France'. He has had no experience in the Congo. His present studies are on the image of the Indian in the Relations of the Jesuits and the administrators of la Nouvelle-France.

   - One Belgian was appointed in 1969. Although his original training was Belgian, his doctorate is non-Belgian, in fact French.

- One Belgian was appointed in 1970. His training is Belgian. He is the only professor of the department whose training is exclusively Belgian.

- One non-Belgian (now Canadian) appointed in 1968 has a Belgian doctorate following an Indian Master's degree. He carried out post-doctoral studies at the Institute for Social Studies founded by the economist Tinbergen at The Hague, Holland.

3. Among the three aforementioned Belgians presently in the department only one has had academic experience in the Congo (four years as university professor there) but he has also had eight years of university teaching in Belgium and five years at the UNESCO Division of Social Sciences, with responsibilities for Asian affairs (not African).

4. In short, only two professors out of fifteen have had academic experience in Africa (the Congo). Of these, one is mentioned in the preceding paragraph and the other, now Canadian, has a Belgian doctorate (but is not himself Belgian). His doctoral thesis dealt with the Pakistan and Indian trade union movements.

5. Since 1970, following the appointment of a Belgian as head of the department, the following appointments have been made:

- One Argentinian, with a French doctorate, whose early studies at Buenos Aires were supervised by a professor who is presently a full professor at McGill.

- A Brasilian, who did his studies in Brazil, at Rome and at Montreal. (Incidentally highly recommended by one of the consultants, Mr. Guindon).

- An Austrian with a Viennese doctorate, who came to us after post-doctoral studies at Philadelphia.

- A French-Canadian, who should shortly receive her Ph.D. from Toronto.

- An Irishman, who did his studies at McGill and the London School of Economics.

- The comparison made by the consultants of the Ottawa Department of Sociology with that at Laurentian does not hold water. There has never been any policy, even implicit, of recruiting staff of Belgian origin. Academic competence has been our sole criterion. Non-Canadians have been appointed only after negotiations with well-qualified Canadian candidates did not lead to an appointment. The Canadian professors of the department have all been continuously involved in the recruiting of staff. In all cases, the positions have been widely advertised not only in the discipline publications but also in the Canadian daily press.

6. Finally, and in relation with the "Belgian professors", we are forced to comment on the following statement made by the consultants: "Both they (the French-Canadian professors and the Franco-Ontarian students in the M.A. programs) are inclined to rebel against the Belgian professors as rigid in manner and limited and irrelevant in training". The above statement is a good example of the method which the three consultants preferred to rely on, i.e. their own "cross-checking" (the term used in the introduction to their report). We agree that proper application of this method can assist in arriving at the facts, however, such does not appear to have been the case for the Department of Sociology at Ottawa. The above statement appears to us to be an over-simplification of the real situation of the department in term of teaching effectiveness. Had the consultants broadened their consultation with the students in the department, the conclusion could not have been the same.

According to the consultants, the department has special expertise in areas which we find frankly surprising.

1. <u>Sociology of religions</u>:

We are most surprised to learn of our expertise in this field. In the documents submitted only two of our sociology staff gave any indication of even a subsidiary interest in this area (each professor was asked to identify three fields of interest). Of these two professors, one has never taught the Sociology of Religions since his appointment to the department but has been and is in charge of general courses of Social Sciences and his principal present interest bears on multinational corporations. The other, who also

indicated a subsidiary interest in this field, did give a course on Sociology of Religion five or six years ago but has not since taught in this area.

2. National development particularly in Africa:

If our Sociology department has certain competence in studies of development, why is this identified by the terms national development and, stranger still, why in Africa? Since only two of our professors have had any academic experience in Africa, what is the possible origin of this statement?

3. Our Department of Sociology has at no time decided to concentrate its research on the Franco-Ontarians, as an example of a minority group. On the contrary, it has chosen to take, as a central theme for its research, situations of minority groups, of which one example at hand is the Franco-Ontarian group (see page 2, paragraph I of our document to A.C.A.P.). The consultants have the situation back to front.

4. The "generosity" referred to in paragraph I of page A-83, if pressed a little further, would reveal that this particular contribution is in fact "generously" financially recompensed by our department.

The consultants' concern (page A-83) at the acceptability of holders of the Ottawa M.A. degree for admission to doctoral programs elsewhere is perhaps understandable in view of their misconceptions concerning the principal field of research interest of the department. However, facts speak for themselves and in the last few years our graduates seem to have had no difficulty in being accepted into doctoral programs elsewhere (and obtaining scholarships from different sources to support their studies):

V. Piché - Cornell	Population Council Scholarship
R. Chénier - Berkeley	Population Council Scholarship
M. Guindon - Sorbonne	Canada Council Scholarship
J. Bisson - Montreal	Canada Council Scholarship
L. Gaudrault - McGill	Canada Council Scholarship
G. Lafleur - Louvain	

These remarks will suffice, although other statements are just "red herrings".

Dr. Preston April 26, 1973

In the light of the above comments, and not wanting to judge the accuracy or relevance of what is said about other institutions, I strongly recommend that when this report is received by A.C.A.P. it be tabled and that no publication be made of it nor action taken on its recommendations. Their own apologies (bottom of p. A-19, p.20), if applicable, are just not good enough!

Yours sincerely,

Roger Guindon, O.M.I.,
Rector.

c.c. Dr. P. Hagen
Dr. D. Carrier

QUEEN'S UNIVERSITY
KINGSTON, ONTARIO
SCHOOL OF GRADUATE STUDIES AND RESEARCH

Comments on the Report of January 23, 1973

of the Sociology Consultants to ACAP

1. We endorse the recommendations of the assessment team [ACAP consultants].

2. In particular we endorse the recommendations concerning cooperation as stated on pages A-95 and A-96.

3. We also especially endorse the comment on page A-92 that "possibly inter-disciplinary Ph.D. programmes (which have been entertained at Guelph and Queen's) would make sense where additional [Ph.D] programmes would not".

4. We hope that readers of the report will understand the intentions behind the vignette technique as clearly spelled out on pages A-11 and A-12, and also its limitations. With these in mind, we would observe only that a longer visit would, we think, have resulted in a more complete and therefore perhaps more balanced view of the Queen's department. We would, for example, have welcomed comment on the two major areas of specialization for the proposed Master's program: Sociology of Modernization and Development; and Sociology of Deviance and Criminology.

J. E. Hogarth
Acting Dean
School of Graduate Studies and Research

25 April 1973

OFFICE OF THE VICE-PRESIDENT
INSTITUTIONAL RELATIONS AND PLANNING

UNIVERSITY OF TORONTO
TORONTO 181, ONTARIO

May 14, 1973

Dr. M. A. Preston
Chairman
Advisory Committee on Academic Planning
102 Bloor Street West
Toronto, Ontario

Dear Dr. Preston:

The University of Toronto has considered the Consultants Report on Sociology in Ontario Universities and wishes to make the following comments.

The Report includes a number of acute and valuable comments on the discipline in Ontario universities. We are in agreement with some of their major conclusions, including the difficulties in this discipline of relating numbers of students to professional job opportunities and the consequent emphasis on accepting graduate students on the basis of the quality of the applicant. The Consultants properly reject the notion that Sociology can be divided into a set of core elements and specialisms, on the basis of which rationalization of disciplines by universities might proceed. Unfortunately, the Report contains a number of serious misunderstandings which arise in part because of the methods the consultants chose for their task and which may be aggravated by the somewhat disorganized and unfocussed way in which the Report has been prepared.

Let me comment first on the vignettes of the various departments which occupy the major part of the Report. I understand that the intention was to provide specific illustrations of the issues in the context of a case study. Unfortunately, these vignettes also give very uneven and impressionistic portraits of the various departments. The criteria used were not constant or even explicit, the data on which judgments were made is often not specific, and many of the judgments appear to be unnecessarily subjective.

The consequences of this approach can be shown by commenting on the views expressed about the University of Toronto department, including the issue of length of time to a Ph.D. degree. The Consultants seem to have used the University of Toronto as a focus for their criticisms of the profession in general, even when, having denounced us with enthusiasm, they conclude that the problem does not lie with the University of Toronto

or its department. I refer you to pages 35 and 38 as examples of this. More important are clear misinterpretations about the University of Toronto, including misinterpretation of the data which the department gave them. For example, the Report notes on page 104 that "only one-third complete their comprehensives in under two and one-half years" and "two-thirds take three and one-half years to do this." Actually in the case of the first cohort, 100% (all 18) who entered the second Ph.D. year had completed their comprehensive by the date indicated, not two-thirds. As for the next cohort, 10 of the 12 remaining had done so within two and one-half years; the remaining two students had only one of their three fields outstanding.

We share very much the concern which the Consultants express about the length of time involved in finishing degrees. But we believe the phenomenon is a result of so many factors, such as previous training, interest, financial support, available jobs and so on that it is unlikely to be solved by the improvisation of rigid scheduling. For example, part of the reason for the length of time in the past has been that those who had finished their comprehensives were in great demand and went immediately to employment in universities, with the result that the thesis took a longer time to complete. At the present time we would put much more emphasis on the financial problems that most of our students face in attempting to remain here to complete the thesis. I might add that the actual figures on length of time to completion of Ph.D.'s in Sociology at this university compare even more favourably with the American universities than the Report would have one believe.

The main point we would like to make, however, is on the overall approach to planning implied in this Report. The Consultants have made demand and supply estimates as requested by ACAP, but clearly their hearts are not in this task. They are quite frank about their skepticism with regard to the quality of the estimates given the arbitrary nature of the assumptions on both demand and supply. I would note in passing that if their recommendations on faster completion of Ph.D.'s were even partly effective, the supply side would be greatly increased. As they emphasize, an orientation to jobs is quite unacceptable in this discipline; that being so, the demand side then becomes undefined by a manpower approach. The Consultants' comments on the large errors in other manpower forecasts in this discipline a few short years after the forecasts were made should be a warning to even the most ardent admirers of the technique.

Given the evident failure of this approach, the consultants fall back on quality of students admitted to the programme as a possible guide to numbers. Unfortunately, the consultants fail to suggest how this could be made operational at a critical point on pages 123-124. Surely it is not impossible to do an assessment of the quality of the students accepted in various programmes, as an efficient mechanism to help determine the overall numbers of students and allocation between universities. Dean Safarian sent you some time ago one possible suggestion to this effect

by Prof. D. Mackay of this university. I enclose a copy for the information of ACAP.

Whatever one thinks of the overall data as guides to the numbers of graduate students, there is no basis in the Report at all for deciding on the number of desirable programmes, whether at the Masters or the Ph.D. level. In order to make that decision one would need a careful review of the minimum optimum size of graduate student population and of faculty, given their quality. One would also need an estimate of the maximum optimum size, to the extent that diseconomies of scale are likely. The passing footnote reference to this on page 121 referring to a minimum size of nine students is merely an assumption, and one that seems to many of us to be far too low based on experience in this and related departments. Lacking any definition of minimum optimum size, I do not understand how the Consultants concluded that there was room for all five Ph.D. programmes and the one that is now proposed. The most important point the Consultants make is surely that there are no really outstanding programmes in the province by international standards. If, as they say, a few programmes are in a position to reach such standards, then we should be told which they are and what they need to do to get there. Other programmes should be given some clearer indication of what their problems are so that they and the Universities can make appropriate decisions about them.

I would take this position in any field but I am particularly concerned about the consequences for this one if we do not take a stand for strong programmes. This is an area which is critical to Canadian studies and to the positive resolution of disputes surrounding Canadianization of our universities. If we fail to have outstanding graduates and high-quality research in this area and fail to place our graduates convincingly in competition with programmes elsewhere we shall carry a special responsibility for it.

Sincerely yours,

J. H. Sword
Vice-President
Institutional Relations and Planning

Response of the University of Waterloo to the Report of the Sociology Consultants to the Advisory Committee on Adademic Planning on Graduate Sociology in Ontario Universities submitted to A.C.A.P., April 19th, 1973

General Comments:

The University of Waterloo experienced some difficulty in developing its response to this report. This was due largely to the fact that the report deals mainly in generalities and contains very few specific recommendations on which one can comment. On careful reading, it became apparent that some specific recommendations were implicit in the report but that one had to read between the lines in order to discern these. This made it difficult to know how to respond since the nature of the response would depend upon the interpretation of the material in the report rather than on a strict reading of the text itself.

The report was further marred in our view by a number of inconsistencies. The main body of the report considers the development of the field of Sociology in general and contains an analysis of the future demand for sociologists which in our view is the best which has been made to date.

On the negative side, we found the vignettes which are devoted to a discussion of the individual universities, very much less helpful than other parts of the report and indeed it is in these sections where many of the inconsistencies occur. We were also concerned by the failure of the consultants to use their calculation of the demand for sociologists to arrive at firm recommendations regarding future enrolment in graduate

programmes in Sociology. The consultants have included a suggested distribution of enrolments but only in a footnote to the report. We note that a good deal of the hard data in the report is contained in footnotes. It is regretable that the consultants did not present forthright predictions on future enrolment and the distribution of future enrolment amongst the universities which they felt were consistent with their assessment of the relative quality of the departments concerned and their calculation of the future needs of the country for graduate sociologists.

The failure of the consultants to develop a more critical evaluation of the departments is also cause for concern. Here again the report seems to say one thing in one place and another in a different place. Thus, in the main body of the report, the consultants state more than once that all of the departments currently offering the Ph.D. in Sociology are quite capable of offering such a programme and that they are not recommending any curtailment in the number of programmes. On the other hand, it is clear from reading the vignettes that the consultants do not consider that all of the departments are equally capable of mounting a Ph.D. programme in Sociology. Indeed the consultants are quite critical of some departments and of some aspects of almost every department.

Specific Comments:

The section of the report which refers specifically to the programme at the University of Waterloo suffers from the same lack of specific recommendations that the rest of the report does. We find it difficult, therefore, to respond in detail to the comments. Some points, however, do emerge that we feel require comment or clarification.

The consultants refer to a number of paradoxes where they received impressions at the time of their visit which did not seem to be consistent with what they would have expected from the written material which was submitted by the University.

For the most part, we feel that this can be explained by the lapse of time between the written submission and the site visits by the consultants. During that interval, there were changes in the membership of the faculty of the department and new developments in research emphasis because of the new people coming on staff. Any growing or changing situation inevitably leads to this kind of paradox.

The consultants refer to the fact that the university has only lately begun to exploit the computer facilities available in its Sociology programme. They state that while they were informed that the computer is used routinely in undergraduate and graduate teaching that they found no large scale research projects which used the computer. The lack of computer involved research is due mainly to the fact that the members of faculty who are becoming involved in quantitative aspects of sociological research are relatively new to the department. This is an area of work which the department is committed to develop and strengthen in the future. As the consultants point out, the university has the necessary computer facilities to provide strong support for this development.

The university has noted references by the consultants to some weaknesses in its programme. Some of these comments are a fair assessment of the department, others we would not agree with but to answer them in detail would require a much lengthier submission than would be appropriate at this time. We do, however, wish to comment on one statement in the report which alludes to student dissatisfaction. The students reportedly claimed to be shut out of effective decision making in the department. We find it difficult to understand this comment since elsewhere in the report the consultants refer to the fact that Waterloo has included graduate students on its departmental graduate committee and indeed has given the students voting power on this committee. The university is committed to giving students a voice in those decision making processes where it

is appropriate that students have a voice. We are conscious however, that extensive involvement of graduate students in committee work, in the department and in the university, is likely to have a negative effect on their progress towards their degrees.

Conclusion:

In summary, the University of Waterloo finds itself generally supportive of the main body of this report, but would have preferred that the consultants include in the body of the report, firmer recommendation with regard to future enrolment distributions amongst the universities and more critical evaluations of the departments concerned.

Respectfully submitted,

L.A.K. Watt

L.A.K. Watt
Dean of Graduate Studies

LAKW/mw

Response of the University of Western Ontario to the Report of the Consultants in Sociology of the Advisory Committee on Academic Planning.

April 24, 1973

The University of Western Ontario's response to the ACAP Consultants' report on Sociology is the result of deliberations of a special Senate Committee established for this purpose.

While the committee was appreciative of the immense time and care put into the Consultants' report, it felt that the somewhat vague and prolix character of the report makes it difficult to formulate any definite response. It was not altogether clear to the committee what specific recommendations are to be found in the report. However, the following comments on certain sections of the report are in order:

1. We welcome the recommendation of the Consultants that the proposed Ph.D. program at U.W.O. is acceptable and should be implemented.

2. The report can be construed as suggesting that plans of the Department of Sociology at U.W.O. are somewhat too heavily weighted in the direction of technical and/or statistical studies in demography. The qualifications and interests of members of the Department are sufficiently varied to cover various other and less technical aspects of the discipline. Other substantive areas and theoretical aspects of Sociology are not and will not be subordinated to what the Department feels should be its main thrust (demography) in doctoral studies. The Consultants have described the Department's over-all efforts in this direction as "altogether laudable" (p.A 68).

The department, it is true, stresses the importance of theoretical, methodological and statistical expertise but only as tools for the examination and analysis of sociological problems. Even in the sub-field of demography our major focus is on social demography rather than on formal demography. The Department teaches courses in a very large and varied number of areas of sociology, and represents many schools of thought and all levels of methodological sophostication. This committee feels that U.W.O. offers as many alternatives to the graduate student as any Ontario University and more opportunities than most for training in the various analytical tools of sociological research.

3. The Consultants remarks on the qualifying year program deserve some comment. The deficiencies described on pp. A 71-72 arise in part from experiences during the period in which the Department did not possess an honors program. That program has now been implemented and the anomalies and problems of the transitional period have disappeared.

4. Further, the committee would like to point out that the M.A. program is not viewed exclusively as a "weeding out" process (see Consultants' report p. A 72). The M.A. degree is viewed as preparing candidates whose personal qualifications and professional expectations may not include the prospect of doctoral training. The M.A., of course, can be used, as in all other disciplines, as a yard-stick in determining the qualifications of those aspiring to become doctoral candidates.

5. The University of Western Ontario plans its' Sociology Ph.D. Program in terms of core areas and areas of specialization and believes that this approach is an integral part of rationalizing Sociology within the Province. Therefore, this University disagrees with the report's recommendation that universities first be approved for Ph.D. work and then be left free to offer any specialty. Sociology can be divided into sub-areas and some of these can be best developed within a particular institution. Such rationalization of Sociology seems desirable.

The University of Windsor's Comments

on the ACAP Consultants' Report on Sociology

The University of Windsor accepts the ACAP Report on Sociology with little demur, noting with some pleasure the tendency of the Report to sound a little more like a gossip column than other ACAP Reports submitted up to this time.

Two points in reservation should be made however: (1) the "friction and frustration" noted by the consultants as being present in the Department at Windsor seem now to have abated due to certain resolutions having been made within the Department. (2) Consequently, in line with the consultants' comment that the Department has "the potential to go much further", the University Administration feels that now the possibility of mounting a doctoral program in the second half of the decade is not "unreal".

C.P.Crowley

CPC:ajk

C.P.Crowley, Ph.D.,
Dean of Graduate Studies.

C-30

YORK UNIVERSITY
4700 KEELE STREET,
DOWNSVIEW, ONTARIO, CANADA

FACULTY OF GRADUATE STUDIES
OFFICE OF THE DEAN

April 25, 1973.

Professor M.A. Preston,
Executive Vice-Chairman, ACAP,
Council of Ontario Universities,
102 Bloor St., W.,
Toronto 181, Ontario.

Dear Mel,

This is the response of York University to the final report of the ACAP consultants on the discipline assessment of Sociology. Though there are some details that require further discussion and others on which York's attitude is markedly different from that of the consultants, the report as a whole is a good one. We note particularly that the consultants were critical of any attempt to rationalize graduate education in Sociology by specialization of departments. York continues to be sceptical about the apparent ACAP preference for imposed sub-division of fields of interest and welcomes a report in which this approach is not adopted.

To assess the way in which the limited resources of the Province may best be utilized, it is necessary to ask questions about the constructive use of funds available, not just about ways in which unnecessary growth might be checked. The University wonders what recommendations ACAP will make to COU to ensure not only that the existing strength will not be undermined, but also that adequate financial aid will be available to support significant centres for study, teaching and research.

Yours sincerely,

Michael Gellie,
Dean,
Faculty of Graduate Studi

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APPENDIX D

PROCEDURE OF PLANNING STUDY AND TERMS OF REFERENCE

Procedure for Sociology Planning Assessment

21 January, 1972

A. Tasks Requested from Discipline Group (with help available from ACAP at all stages)

A.1. Prepare a list of core elements and specialties within sociology (February 5, 1972). This item will comprise the definition of the boundaries of the study. (Anthropology is excluded from the assessment.) In connection with social psychology, consultants will need to be made aware of similar work in psychology departments, although the recommendations will be directed primarily to the work in sociology departments.

A.2. Suggest suitable consultants. This also will be a matter for discussion with ACAP. (List submitted, January 10, 1972.)

A.3. Examine and comment on pro formae to be used for the gathering of information on current, past and futu programmes as described in paragraph B.1. (February 5, 1972.)

A.4. Examine and comment on the adequacy of the data on current and past strength. (March 30, 1972 - April 15, 1972.)

A.5. Both in consultation with ACAP and separately, consider the situation revealed by the tabulation of proposed future programmes and consider whether future plans should be modified or developed in more detail. As a result of this step, individual universities may wish to revise the material described in B.1.d below. (March 30, 1972 - April 30, 1972.)

A.6. Possibly develop a tentative plan for development of established or new graduate work in sociology in Ontario, based on the evaluation of prospects and plans for extensive collaboration between departments in the province in sharing facilities, staff and students at regional as well as provincial levels. Any such plans will be reported to ACAP which will transmit them to the consultants. (April 30, 1972 - October 1, 1972.)

B. Information from Universities

B.1. Each university is asked to supply to ACAP, in the form indicated by ACAP after comment by the discipline group (paragraph A.3) information as follows:

a) for each core element and, in so far as possible, for each speciality on the list mentioned in A.1.

(i) *current* list of faculty members (for part-time members show the time spent on university duties);

(ii) numbers of full-time and part-time faculty members for each of the past five years;

(iii) for the current year and preceding five years, number of graduate students taking graduate courses in each core element and number of (1) master's and (2) Ph.D. candidates doing dissertation in each core area; full and part-time shown separately.

Under these three headings one individual may appear under more than one category.

b) for each "department"

(i) Curricula Vitarum of all faculty members (Assistant Professors and higher) showing whether or not they are now engaged in graduate work and showing inter alia complete publication lists, research and consulting funding in the past five years when relevant to his academic work, and students supervised during his career. (major supervisor: completed and in progress shown separately).

(ii) resources of space - a statement indicating the department's view of the adequacy of its space, and, in connection with the future plans in (d) below, discussing future space provision;

(iii) undergradute base; honours students, number of qualifying or make-up year students, course enrolment, etc.

(iv) other general items relevant to research and graduate study, e.g. computing facilities;

(v) support from related departments including shared teaching and research;

(vi) extent of major laboratory facilities and equipment;

(vii) library resources: analysis of holdings and budget;

(viii) description of any inter-university arrangements for graduate work.

c) table of characteristics of graduate students in the department in previous five year, separately for master's and Ph.D., breaking down numbers by

(i) F.T. and P.T.;

(ii) immigration status (3 years);

(iii) sources of financial support;

(iv) time to reach degree;

(v) drop-out number;

(vi) Ph.D. ABDs;

(vii) degrees granted;

(viii) post graduate employment of Ph.D.'s and ABD's (a) immediate and (b) after two years.

d) proposed future strength and graduate programme development, in as much detail as the department (or university) has developed, broken down as in a) and b) above wherever possible and showing proposed graduate enrolment. This tabulation and discussion should be accompanied by supporting arguments, including consideration of the sources of graduate students and an analysis of demand for graduates from the programmes. It will, of course, explain any joint plans which two or more universities may have developed. Items a) b) and c) are requested by March 15, 1972, and item d) by March 30, 1972.

B.2. The material so supplied will be collated by ACAP and transmitted to the discipline group by March 20, 1972 for action indicated in paragraphs A.4., A.5 and A.6.

B.3. Apart from the material described in B.1.d and to some extent generated at the department level, each interested university will be requested to make an individual statement on its plans for the development of sociology, in particular the items of future commitment implied by item B.1.d. (May 15, 1972). The statement could be amended later as a result of the discussion described in A.6.

C. Terms of Reference of Consultants

C.1. Consider the materials prepared by the discipline group and the universities and obtain other data they may require to carry out the tasks detailed below. They may obtain data and views from any relevant source, such as, for example, employers of holders of graduate degrees, professional and learned societies, federal agencies. The campus of each interested university shall be visited by at least two consultants. Consultants shall arrange their schedule of visits to the universities in consultation with ACAP to ensure uniformity. Reports of appraisal consultants are privileged documents and are not to be made available to ACAP consultants. Consultants shall liaise with the discipline group near the beginning of the work, during the work as they consider necessary, and immediately before preparing their final report. Consultants will keep in touch with discipline group activity described in paragraph A.6.

C.2. Report on the adequacy of the present state of graduate work in sociology in the province in general and in each university where applicable, discussing the following:

a. coverage of core elements and specialties, and extent of activity in each. (The consultants may wish to point out any likely weaknesses in or excessive development of individual programmes, particularly as these may affect their recommendations C.3.c.)

b. faculty quality and quantity

c. nature of programmes offered

d. enrolment size and distribution amongst universities

e. quality of student body; admission requirements

f. relationship to related disciplines

g. physical facilities

h. other matters considered by the consultants to be significant.

C.3. Make recommendations for the development of graduate work in sociology in Ontario between 1973 and 1983, but in more detail for 1973 through 1978, and, without limiting the generality of the foregoing, dealing with the following points:

a. Desirable programmes to be offered in the province, considering both possible limitations or reductions of existing programmes and creation of new programmes and new kinds of programmes including the appropriateness of part-time programmes. Under this general heading, two particular points should not be overlooked:

(1) necessary action to bring the offerings in core elements to the level appropriate to each department and to ensure a balanced and comprehensive qualitative development of the subject in the province, and

(2) recommendations concerning any new areas of sociology in which graduate work should be developed and any application-oriented and inter-disciplinary work in which sociology should be involved.

b. Desirable provincial enrolments, year by year, in the various levels of graduate study, and specialties where appropriate. One should consider the need for highly trained manpower and also the general cultural and societal factors which may lead students to pursue graduate work in sociology. In considering manpower needs, one should take account of the "market" available to graduates (at least all of Canada) and of other sources of supply for that market. Results of forecasts of high level manpower employment should be treated with due caution and only in a clearly balanced relationship with cultural and societal needs.

c. Distribution amongst the universities of responsibility for programmes and for specialties where appropriate, including consideration of the need for any increase or decrease in the

number of departments offering doctoral work and including consideration of areas of collaboration and sharing of facilities at regional level and across the province.

d. Distribution of enrolment amongst the universities, showing desirable ranges of enrolment.

e. Desirable extent of involvement with related disciplines, identifying any suggested areas for greater collaboration.

In all cases, it is important that the rationale for the recommendations be clear; this is especially important for items c. and d. Consultants are asked to comment on advantages and disadvantages of various techniques for arranging that their recommendations become effective.

C.4. It is permissible for consultants to recommend appraisals of individual programmes. This would arise if consultants were to suspect that a programme would be found to be wholly or in part below minimum acceptable standards; an appraisal by the Appraisals Committee is the means of settling the question. It is recognized that this action would be infrequent. Perhaps more likely, in planning assessments in some disciplines, consultants may find an excess of programmes in the same area of study, all of which could pass an appraisal; they would then have to make their own judgments of relative quality (a task outside the terms of reference of the Appraisals Committee), and guided by this judgment and other factors, the ACAP consultants would have to recommend where enrolment should be curtailed or eliminated.

D. Appointment of Consultants

The consultants shall include one person of wide academic experience in Canada but in a different discipline. The other two consultants shall be sociologists of international standing with suitable administrative or consulting experience.

E. Report of Consultants

The consultants submit a joint report to ACAP (tentative date of December 15, 1972). Minority reports are, of course, possible. The reasoning leading to their recommendations should be given fully, in view of the subsequent treatment of the report. The report is submitted for comment to the discipline group and to each interested university. There may be informal or interim exchanges of views amongst the discipline group, the universities, and ACAP. By February 1, 1973, any university which wishes to make a formal statement on the consultants' report shall submit it to ACAP. Any such report shall be transmitted to the discipline group. By February 15, 1973, the discipline group shall submit its formal comments and/or recommendations to ACAP. ACAP considers the discipline group and university statements along with the consultants' report and trasmits them to COU with its recommendations of the position COU should adopt (tentative date: March 15, 1973). Copies of the material transmitted to COU will be supplied to OCGS, to the Council of Deans of Arts and Science, and to the members of the discipline group and to the interested universities. The consultants' report may be published together with the comments of the discipline group, those of any university so requesting, and with the position adopted by COU.

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APPENDIX E

DISCIPLINE GROUP MEMBERSHIP

APPENDIX E

DISCIPLINE GROUP MEMBERSHIP

BROCK -	Dr. M. Perlman
CARLETON -	Dr. A.D. Steeves until September 1972 Professor J. Harp
GUELPH -	Professor K.J. Duncan
LAKEHEAD -	Dr. A. Chen
LAURENTIAN -	Professor A.N. Barnett until October 1972 Dr. K.W.S. Schwager
McMASTER -	*Professor P.C. Pineo
OTTAWA -	Professor R. Bietlot until November 1971 Professor R. D'Costa
QUEEN'S -	Professor J. Lele
TORONTO -	Professor J. Giffen until January 1973 Professor I.M. Zeitlin
TRENT -	Dr. R.T. Bowles until June 1972 Mr. A.D. Lewis
WATERLOO -	Professor L. Krader until July 1973 Mr. J.E. Curtis
WESTERN ONTARIO -	Dr. G.E. Ebanks
WINDSOR -	Dr. D. Booth
YORK -	Professor A.D. Richmond until November 1971 Dr. L. Spray until January 1973 Mrs. T. McCormack

* Chairman of Discipline Group

APPENDIX F

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ROLES OF ACAP AND OF DISCIPLINE GROUPS

Ontario Council on Graduate Studies

By-Law No. 3

A By-Law to establish a Committee on the Academic Planning of Graduate Studies.

1. The Ontario Council on Graduate Studies, recognizing the importance of providing for the continued and orderly development of graduate studies in the Ontario universities, establishes a Standing Committee to be known as the Advisory Committee on Academic Planning (abbreviation - ACAP).

Interpretation

2. In this By-Law,

(a) "Committee" without further specification, means the Advisory Committee on Academic Planning;

(b) "Council" or OCGS means the Ontario Council on Graduate Studies;

(c) "Committee of Presidents" or CPUO means the Committee of Presidents of Universities of Ontario;

(d) "university" means a provincially assisted university in Ontario;

(e) "discipline" means any branch or combination of branches of learning so designated;

(f) "discipline group" means a body designated as such by the Committee of Presidents of the Universities of Ontario, and normally consisting, for any one discipline, of one representative from each of the interested universities;

(g) "planning assessment" means a formal review of current and projected graduate programmes within a discipline or a group of disciplines;

(h) "programme" signifies all aspects of a particular graduate undertaking;

(i) "rationalization" means the arranging of graduate programmes in order to avoid undesirable duplication, eliminate waste, and enhance and sustain quality.

Membership

3. (a) The Committee shall consist of at least seven members of the professoriate in Ontario universities, some of whom whall be members of the Council.

(b) The members of the Committee shall serve for such periods of time as the Council may determine, and they shall be selected in such manner as may provide for reasonable balance both of academic disciplines and of universities.

(c) The members of the Committee shall be appointed as individuals.

Chairman

4. The Chairman of the Committee shall be named by the Council, and he shall have one vote.

Quorum

5. A majority of all members of the Committee shall constitute a quorum.

Functions

6. The functions of the committee shall be

(a) To advise OCGS on steps to be taken to implement effective provincial planning of graduate development;

(b) To promote the rationalization of graduate studies within the universities, in cooperation with the discipline groups;

(c) To recommend, through OCGS, to CPUO the carrying out of planning assessments of disciplines or groups of disciplines and to recommend suitable arrangements and procedures for each assessment;

(d) To supervise the conduct of each planning assessment approved by CPUO;

(e) To respond to requests by CPUO to have a discipline assessment conducted by proposing suitable arrangements;

(f) to submit to CPUO the reports of the assessments together with any recommendations which the committee wishes to make. A copy of the report shall be sent to Council.

7. In order that the Committee may discharge the functions described in Section 6 above, it shall be authorized

(a) to request a university to provide such information pertaining to graduate studies as may enable the Committee to discharge its functions;

(b) to request a discipline group to provide such information as may enable the Committee to discharge its functions;

(c) to receive reports from the universities and from the discipline groups, and to comment and communicate with the universities and the discipline groups concerning such reports;

(d) to convene a meeting of any discipline group for the purpose of discussing the development to date, and proposals for the future development of graduate studies in the discipline concerned;

(e) to send one or more representatives to a meeting of a discipline group at the invitation of the discipline group;

(f) to make such suggestions to a discipline group as may be deemed appropriate to the functions of the Committee;

(g) to supervise the conduct of planning assessments, and to report thereon to the Committee of Presidents of Universities of Ontario;

(h) generally to report and to make recommendations to the Council;

(i) to seek and receive advice from appropriate experts;

(j) to employ consultants in connection with planning assessments;

Procedures

8. The procedure to be followed by the Committee shall be as approved by the Committee of Presidents of the Universities of Ontario.

9. The Committee's function is solely advisory.

Effective Date

10. This By-Law shall take effect January 1971.

ACAP DISCIPLINE GROUPS AND THEIR ROLES

1. Establishment of a Group

a. When it is considered desirable to activate planning of graduate work in some discipline(s) or interdisciplinary area, COU, on the advice of OCGS, will authorize the establishment of an ACAP discipline group, if it was not already approved and included in the May, 1968 list. If it is already authorized, ACAP may decide to set it up as described in paragraph b.

b. The Executive Vice-Chairman of ACAP will then invite the executive head of each university (including Waterloo Lutheran University) either to nominate a member of the discipline group or to indicate that his university has no plans for graduate study in this discipline in the next five years or so. If a university can state no plans for future graduate work in the subject, but feels that a watching brief is desirable, it may appoint an observer to the group.

c. Changes of a university's representative are to be notified by the executive head.

d. The group shall select its own chairman.

2. Meetings

a. A discipline group may meet at the call of its chairman or in accord with its own arrangements.

b. A discipline group may be called to meet by the Executive Vice-Chairman acting for ACAP.

3. Responsibilities

a. The group is to keep under review the plans for graduate work in its discipline in Ontario, including new developments and trends in the discipline, and to make reports to ACAP on a regular basis.

b. The group may make recommendations to ACAP in connection with graduate work in its discipline when it considers it appropriate.

c. ACAP will assist the group in obtaining information and data, as mutually agreed.

d. When COU has instructed ACAP to conduct a planning assessment, the discipline group will assist and advise ACAP in determining procedures and terms of reference, will report as requested and will generally facilitate the assessment.

Approved by OCGS March 22, 1973
and by COU April 6, 1973.

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A P P E N D I X G

CURRICULA VITARUM OF THE CONSULTANTS

DAVID BRAYBROOKE

Born Hackettstown, New Jersey, October 18, 1924

B.A., Harvard University, 1948
M.A., Cornell University, 1951
Ph.D., Cornell University, 1953

University of Michigan, Instructor in Philosophy, 1953-54
Bowdoin College, Instructor, 1954-56
Yale University, Assistant Professor, 1956-63
Dalhousie University, Associate Professor, Philosophy and Political Science, 1963-65
Professor, 1965-
University of Toronto, Visiting Professor, 1966-67

Rockefeller Research Grant 1959-60
Guggenheim Fellow 1962-63

President, Canadian Philosophical Association, 1971-72
Member, Board of Editors, The American Political Science Review, 1970-72
Consulting Editor, Philosophical Studies.

Publications:

A Strategy of Decision: Policy Evaluation as a Social Process, 1963 (co-author)
Philosophical Problems of the Social Sciences, 1965 (editor)
Three Tests for Democracy: Personal Rights; Human Welfare; Collective Preference, 1968
Traffic Congestion Goes Through the Issue Machine (about to be published)

and several articles

Address: Department of Philosophy
Dalhousie University
Halifax, Nova Scotia

HUBERT GUINDON

Born Bourget, Ontario, October 10, 1929

B.A., B.Ph., University of Ottawa, 1948
M.A., Ottawa, 1949
Ph.L., Ottawa, 1950

University of Montreal, Assistant Professor, 1954-60
Sir George Williams University, Assistant Professor, 1962-64
Associate Professor, 1964-68
Professor, 1968-
Carleton University, Professor, 1969-70

Senior research sociologist, Ministry of Youth, 1961-62

International Sociological Association, 1970-74, Member of Executive
Canadian Sociology and Anthropology Association,
Member of Executive, 1967-70
Vice-President, 1970-71
President, 1971-72

Publications:

"Meet the New Middle Class", Party Politics in Canada, June, 1958
"Les Minorities au Québéc", Publication des Sciences Sociales, 1959
"The Social Evolution of Quebec Reconsidered. Social unrest, Social Class and Quebec's Bureaucratic Revolution", Queen's Quarterly, 1964
"The Church in Canada", Canadian Dimension, 1966
"Two Cultures: An Essay on Nationalism Class and Ethnic Tension", in Contemporary Canada (R. Leech), 1968
"Language, Work and Formal Organizations," in Social Change in Canada, 1969

Address:

Department of Sociology and Anthropology
Sir George Williams University
Montreal, Quebec

PETER MAURICE WORSLEY

Born Birkenhead, Cheshire, May 6, 1924

B.A., Emmanuel College, Cambridge, 1947
M.A., Manchester University, 1951
Ph.D., Australian National University, 1954

University of Hull, Lecturer, Senior Lecturer and Senior Lecturer-in-Charge, 1956-64
University of Manchester, Professor of Sociology, 1964-

Director of Northern Research, Centre for Community Studies, Saskatchewan, 1960-61

Past Member of the Committee of the Association of Social Anthropologists, of the British Sociological Association, and of the Editorial Board, Past and Present, 1957-67

President, British Sociological Association, 1971

Publications:

The Trumpet Shall Sound , first published in 1957
The Third World , first published in 1964
Introductory Sociology, 1970

and several articles

Address: Department of Sociology
University of Manchester
Manchester, England

DENNIS HUME WRONG

Born Toronto, Ontario, November 22, 1923

B.A., University of Toronto, 1945
Ph.D., Columbia University, 1956

Brown University, Assistant Professor and Associate Professor, Department of Sociology, 1956-61
New School for Social Research, Associate Professor of Sociology, 1961-63
New York University, Professor and Chairman, Department of Sociology, University College, 1963-65
University of Nevada, Visiting Professor of Sociology, 1965-66
New York University, Professor of Sociology, 1966-

Member, Editorial Board, The Canadian Forum, 1954-58
Editor-in-Chief, Social Research, 1962-64
Consulting Editor in Sociology, St. Martin's Press, 1964-65
Consulting Editor in Sociology, Random House, 1967-
Member, Editorial Board, Dissent, 1967-
Associate Editor, The American Sociologist, 1969-71
Editor, Contemporary Sociology: A Journal of Reviews, 1971-

Member, Executive Committee, Eastern Sociological Society, 1964-67
Member, Nominations Committee, American Sociological Association, 1970-72
Member, Publications Committee, American Sociological Association, 1971-

Publications:

American and Canadian Viewpoints, American Council on Education, 1955
Population, 1956 revised edition, 1959
Population and Society, 1961
Max Weber, 1970 (editor and author of "Introduction")

and several articles

Address:

Department of Sociology
New York University
New York, New York